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IMPLEMENTING DOCUMENT-BASED LESSONS IN HIGH SCHOOL
CLASSROOMS: A CASE STUDY OF WORLD HISTORY TEACHERS'
PERSPECTIVES AND PRACTICES

by

Laura Astorian

A Dissertation

Presented in Partial Fulfillment of Requirements for the
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Doctor of Education
In
Secondary Education, History
In the
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Kennesaw State University

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DEDICATION

To Mom, Pop, Bobba, and Gran – thank you for encouraging me to pursue my doctorate. Without your love, support, understanding, and encouragement none of this would've been possible at all. I love you.

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humoring me about so much. Your love and encouragement have been immeasurable and I am thankful for all of it.

ABSTRACT

The purpose of this study is to explore teachers' philosophical and pedagogical views regarding their definitions of historical thinking. Staff development intended to train teachers in this method of instruction is also reflected upon by the participants. The goal of the study is to investigate how teachers create opportunities for practice through their own understanding of the phenomena of the construction of historical knowledge through their pre-service education and current classroom experience, the application of that understanding to their pedagogy, and what they consider to be beneficial staff development.

The research design for this study is a phenomenological case study centering on three teachers' stories. The phenomenon of historical thinking is investigated through analysis of interviews and focus groups conducted with three world history teachers – the goal is to determine how teachers interact with skills and knowledge necessary to grasp historical thinking and literacy and how they approach instructing students in this skill.

The teachers interviewed stated varying levels of comfort in using historical thinking in their classrooms. All participants saw value in historical literacy and document analysis, though they differed in incorporating these activities in their classroom activities. All teachers interviewed stated that they had concerns about the time available to teach the content. Teachers expressed frustration with the amount and quality of world history professional development available. Participants stressed the importance of integrating PRD analysis strategies into lessons, and stated that they would benefit from development activities that demonstrated how to effectively work with students across all ability levels on honing this potentially unfamiliar skill.

A strong background in social science education, at the bachelor's degree or master's degree level, may lead to increased comfort in using primary resource documents to demonstrate and reinforce historical thinking skills. Teachers require improved staff development to make-up for any potential pre-service gaps in historical analysis that may exist; this staff development strengthens historical thinking pedagogical practice in the world history classroom. By improving teacher skills, the students benefit from higher rigor and more effective instructional techniques.

KEY WORDS: historical literacy, historical thinking, history education, professional development, pre-service education, world history education, primary resource documents, document based questions

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CHAPTER ONE: INTRODUCTION

Vignette

I'm sitting in a professional learning community meeting with the other world history teachers at my school. Professional learning communities are, for all intents and purposes, the new term for the traditional collaborative group concept. I suspect that the name change has been made to gussy the concept up, as many of my coworkers are getting tired of forcibly talking to their compatriots. I, as an introvert, work best alone and I tend to get my best ideas alone, so I usually sit and listen during these meetings, only speaking when I think that I really have something valuable to say.

Sitting and listening today paid off.

"I hate DBQs," one of my older coworkers piped up. Bill's only about ten years older than I am, but enough has probably changed in teacher training between his bachelors graduation and my bachelors graduation that using primary resource documents is more second nature to me than to him. Though, as I sit, listening to him, I start to realize that my training included minimal mention of them as well. Maybe my additional degrees and natural draw to reading first hand historical accounts have directed me in a direction that's more accommodating. Maybe it has nothing to do with how we're taught in undergrad. Maybe it has nothing to do with how we were taught in high school, either. Maybe it's a matter of how we understand and approach history.

Bill was still talking. "I mean, these kids don't read that much, you know? We give them things, tell them they're important, but the kids are like 'important for what?' And they have a good point."

I try to work up the nerve to explain how understanding past documents helps student understand point of view, motivation, and bias. Maybe I'll toss something in there about empathy, too.

No, he's on a roll. My ideas must wait.

"These documents are cobbled together by who, anyway? A company? The questions are made up by the company too. There's no investigation to them. We're giving the kids the answers and testing them on how well they can find them. It's like *Where's Waldo* or something. Find the bias? Got a point! Made a three-part thesis! Got a point!"

At this, I began to agree. When Bill ceased challenging the argument of historical voices and instead started focusing on the pedantic "method" (that the students were required to answer a pre-selected question in which they may or may not have interest), he started down a road that I had traveled down before. I believe in the usefulness of historical documents and primary resources. They give history life. However, I disapprove of the restraints we place on our students. I disagree with calling reading pre-selected documents that accompany a pre-selected question an "investigation;" this isn't historical investigation. This is just practice.

There is a place for practice, I think, and I voice that while voicing my concerns about the format.

"Yeah, I hate the rubric that we use, and I don't like that the DBQs limit the students to whatever we select. But they are a good summary activity, and they give me an idea of where the kids are at as far as deeper thinking and investigating goes. I usually

tell them that this is just practice history - that historians don't work in a vacuum and that real historical investigation usually follows your interests. But you have to start somewhere, you know?"

Bob, a younger, second-year teacher chimes in. "I don't have a lot of experience finding primary resource documents anyway, and some of them are so hard for the kids to understand. I don't have the time to edit the stuff that I do find so they can read them, and if I edit it, isn't that making the source unreliable?"

"These are kids who can barely follow the textbook, and who zone out when I'm lecturing. Why would they care about primary resource documents? I do what I have to do to get them some basic knowledge and out the door, because that's all they'll ever need anyway."

Oh, good. Two years into his career and Bob already sounds like someone who needs to look into retirement.

"But how, then, do you expect them to care about the material if all you give them is the basic stuff and a textbook?" Greg, my third compatriot, has spoken up finally. "I love history and I don't even give a damn about that. It's boring. If all I had were textbooks to learn the material with, I'd hate this class. Worksheets and textbooks kill how kids feel about history, they kill the fun."

"So DBQs are fun?" Here's Bill again.

"No," Greg replies. "But reading the words of the people who lived through the event is fun, and it's interesting, and it's basically like spying on people. It's all in how you present it to the kids. Bob," Greg looks to his left, "my kids and your kids are on the

same level, and my kids really enjoy it when I tell them we'll be doing eavesdropping. Maybe it's in your presentation."

"Maybe it's in your presentation." Those words, those five words, give me an idea that will eventually grow into the dissertation I am working through. These teachers' attitudes are shaping what they use in the classroom. The formulaic DBQs have killed the willingness to use primary resource documents for some, while a lack of faith in their students' abilities have left others feeling hamstrung and unable to see the potential benefits.

The meeting ends, and we all get up to prepare for our first block classes. I reflect on my plans for that class. A little bit of my usual storytime for background information about Cortez and Montezuma II, followed by some document analysis that isn't too exciting. Perhaps instead of the formulaic I will find something a bit more to hold their interest. Instead of questions and answers, we'll discuss.

The thought of a class discussion makes me cringe, especially during first block, which is the seemingly never ending time between the first bell at 8:20 at ten o'clock. The kids are all tired, and to be fully honest, I am half asleep as well.

I remember that I have an account from Spaniards and from Aztecs about the fate of some of Cortez's men. How about some cannibalism at 9:00? I mean, it's 5:00 somewhere.

Statement of the Problem

In over twelve years as an educator, I have been able to accumulate numerous anecdotes of coworkers' reactions to being given new initiatives to follow. These

initiatives may be local school based, they may be new county programs, they may be initiatives deemed necessary by the state of Georgia's department of education, or they may be the newest Federal mandate. Many of these mandates are not written or developed by educators; nearly all have not passed under the eyes of a classroom teacher before issuance. Teachers treat these mandates with incredulity at best, anger at perceived intrusion into their classrooms at worst. The initiatives' impact on classroom instruction and usefulness is questioned, eyebrows are raised, and teachers close their doors and continue instruction in whatever way that they have become accustomed to. Paperwork is completed as needed, and the effort and focus on following these mandates is often proportional to how much doing so can impact a teacher's end of year evaluation.

Instructional initiatives, unfortunately, are welcomed in much the same way as non-instructional ones. They get lumped into the same "how dare _____ try to tell me how to do my job" category, and are subject to being ignored. Staff developments on these initiatives vary based on perceived importance. They may be focused on a teacher workday workshop during pre-planning, they may be introduced during planning period meetings, or they may be sent out over a mass email, only to be deleted. The collaborative nature of staff development coupled with opportunities for learning ownership and effective modeling leads to faculty buy-in (Engstrom & Danielson, 2006); unfortunately, based upon discussions held with colleagues, their perception is that staff development tends to be the trainers talking at the teachers with perhaps a rushed example of the latest initiative before staff are rushed out the door when the bell rings. Specialized subject area staff developments are greeted more warmly, but the time spent in them is still limited. An hour workshop as a part of a full-day session once a school

year is an excellent opportunity for an introduction to a new pedagogical technique. However, while it may give the classroom teachers inspiration and ideas, it is not the same as immersive instruction that gives staff an opportunity to fully understand the initiative being introduced.

With the introduction of the Common Core literacy standards in 2009 (“Forty-Nine States and Territories Join Common Core Standards Initiative,” 2009), states and schools were expected to shift their instruction to include non-fictional, informative documents to ensure that students were college ready by the time that they graduated high school. The central focus of these literacy standards are English/Language Arts classes, though the literacy standards also apply to science and social studies courses. Students are expected to make inferences from the text, establish central ideas, analyze how individuals and ideas interact, interpret words and phrases, assess point of view and bias, integrate content into analysis, evaluate arguments, and analyze how multiple texts address similar themes and topics (“Common Core State Standards For English Language Arts & Literacy In History/Social Studies, Science, And Technical Subjects,” 2010). These skills and expectations can be integrated into the social studies classroom through the analysis of primary resource documents and through the completion of document based questions, or DBQs (Bickford III & Rich, 2014). The development of historical reasoning skills, student activity that leads to the understanding of the past and the use of this knowledge for the interpretation of phenomena from both the past and present (van Drie & van Boxtel, 2008), incorporates the goals of the Common Core literacy standards through contextualizing of events, the description and analysis of change over time, and the comparison of primary and secondary historical resources.

Unfortunately, the use of these techniques, as well as extensive incorporation of primary resource documents in class discussions and writings, is uncharted waters for many high school social studies teachers. Students themselves have issues defining what social studies itself as a subject area is (Stodolsky, Salk, & Glaessner, 1991), often associating it with specific facts, memorization of dates and people, and loose concepts. This is indicative of how many teachers approach the course, with a reliance on the textbooks and the accompanying ancillary materials – a reliance that comes from the desire to ensure that students have all of the facts (Villano, 2005). Facts themselves are important, but facts memorized lack historical context and also do not fulfill the complex literacy requirements of the Common Core standards. For teachers who may have trained to teach in facts, and who were they themselves taught with a textbook/lecture based approach, staff development in the new Common Core standards is integral to the introduction of historical thinking and historical literacy into their classrooms.

Teachers not trained in facts only, those who were trained in historical thinking methodology from either a historian's standpoint or a history teacher's standpoint, also require professional development to sharpen their skills. Introducing students to complex techniques that teachers themselves have learned in pre-service training may be difficult for teachers who either feel out of practice or overwhelmed by the demands of new and complex standards that are issued in conjuncture with other classroom initiatives as well as the minutiae of daily planning ("Reading Like a Historian: Stanford History Education Group," 2015, "The DBQ Project," 2015).

School districts, including the one in which I teach, have attempted to bridge this gap through pedagogical and curricular initiatives. The DBQ Project and Reading Like a

Historian are two specific initiatives that have been rolled out over the last several school years. The former consists of pre-packaged document based question lessons inspired by the Advanced Placement exams' DBQ requirements. The latter, developed by Sam Wineburg at Stanford University ("Reading Like a Historian: Stanford History Education Group," 2015, "The DBQ Project," 2015), consists of complete classroom lessons that incorporate both factual background information and primary resource and secondary resource documents. Both initiatives require the synthesis, analysis, and comparison of multiple resources for common themes, bias, and changes over time. They are both available for world history and United States history classrooms ("Reading Like a Historian: Stanford History Education Group," 2015, "The DBQ Project," 2015).

For world history teachers in my district, a suburban district near a large Southern city, the staff training for both initiatives has been sparse. Pre-planning development has been held for DBQ Project related lessons, and during the roll-out of the initiative, teachers were given the opportunity to attend a non-mandatory workshop during the school year. Many teachers did not attend the latter due to demands on instructional time. For many social studies departments, the roll-out consisted of binders of material that teachers could access and photocopy, as well as a mention during a department meeting that at least two DBQs a year were required. Teachers were allowed to examine the materials and select DBQs that fit best with their pacing and curriculum, but in-depth instruction on how to present the materials to students was lacking. This has led some coworkers to dismiss the initiatives entirely, or to halfheartedly adopt them at best, missing out on an opportunity to introduce document analysis to their students.

United States history teachers, through the Teaching American History Grant are, in general, familiar with the use of primary resource document analysis and document based questions. For the ten years that the grant was sustained by the United States Department of Education, the program supported professional development at a high level specifically for US history teachers. According to the DOE's program description:

The program is designed to raise student achievement by improving teachers' knowledge and understanding of and appreciation for traditional U.S. history. Grant awards will assist LEAs, in partnership with entities that have content expertise, to develop, document, evaluate, and disseminate innovative and cohesive models of professional development. By helping teachers to develop a deeper understanding and appreciation of U.S. history as a separate subject matter within the core curriculum, these programs will improve instruction and raise student achievement.

Unfortunately, world history teachers have not had an opportunity to benefit from a program along the same lines as the Teaching American History Grant; staff development and research in the discipline has been sparse compared to the development for United States history (Harris & Bain, 2011). While understandable on some level, considering that American history is vital to the understanding of current American politics and affairs, the oversight of world history has led to students not taking the subject seriously, teachers becoming reliant on rote methodology, and a lack of emphasis on historical literacy and analysis skills that students will be expected to master the following year in US history classes. Teachers of world history are often overwhelmed by the amount of content that is required to be taught within a small amount of time (Bain,

2011), and there is a danger of the “fragmentation of understanding” in the course – that the subject area bounces around and becomes disjointed in the name of making connections (Bain, 2011). Improper usage of primary resource document analysis as stand-alone assignments only may encourage this disjointed approach.

World history teachers where I currently teach feel that they are lacking in professional development in our field that will ensure that the Common Core literacy standards will be effectively addressed. There is also a belief that they are lacking in staff development that can hone our teaching techniques to better include an opportunity for students to acquire historical literacy and historical thinking skills. A lack of experience in utilizing primary resource documents and primary resource based activities undermines efforts to create socially conscious and analytically aware students. This lack shapes perspectives on necessary instruction versus what is necessary to get by on evaluations, and these pedagogical decisions on the teachers’ part may be shaped by a lack of training, exposure, and comfort with new material.

The problems addressed here – inconsistent policy that is not taken seriously and sparse professional development for the newest initiatives, historical literacy techniques that are unfamiliar for some social studies teachers and confusing for students who are also unfamiliar with the idea of creating history, pre-service educational backgrounds that may not do full service to expected standard implementation, and lack of world history specific training – are what this study aims to address through the opportunity for teachers of world history to share their perspectives on how the phenomena of historical literacy and how historical knowledge is created. The practice and comprehension of world history requires specific understandings regarding the world and its peoples on a

broadier scale than does United States history (Marino, 2011), yet there is a large gap in the literature regarding how this knowledge is constructed specific to world history.

There is an even larger gap regarding how teachers construct this knowledge and model knowledge construction to their students. Despite work by Halldén (1997), Harris (2008), Marino (2011), Harris and Bain (2011), and Hare and Wells (2015), the field of historical literacy, thinking, and pedagogical practices continues to be dominated by those in the field of American history (Harris & Bain, 2011), causing little consensus as to what qualifies as quality world history pedagogical practices. By examining the perspectives and pedagogical techniques of a group of diverse world history teachers, I aim to narrow the gap between the dominant United States history culture and world history instruction in educational research.

Statement of Purpose

Being able to gauge teacher perceptions and feedback on current policy and pedagogical initiatives would be helpful in understanding if the initiatives are being properly rolled out, if they are useful, and if there is sufficient teacher “buy-in” to ensure that the initiatives are making the desired impact in schools and in classrooms.

In my reflection on my practice, as well as during the research for this study, I have found that more and more I am committed to ensuring that students have exposure to not just primary resource documents, but secondary resource documents that offer a viewpoint alternative to the textbook. No student has ever been excited by the content of a textbook; rather, it is the story behind the textbook that captures attention and imagination. Analysis and understanding of historical themes, biases, and the motivations

behind the “names to memorize” makes the subject come alive and generates interest, and interest is key to effective learning.

In conversations with co-workers, some have voiced concerns about time constraints and utilization of what they consider to be a secondary concern to content instruction. Why do they feel that document analysis and historical thinking/literacy are secondary to and separate from content instruction? What differences in their pre-service training backgrounds exist to create buy-in regarding primary resource document usage in some, where others resist incorporation of DBQ into their curriculum? Some teachers feel that since their evaluations do not depend on using DBQs they will not use them, because the exercises do not lend themselves to test preparation – preparation for tests that do in fact have bearing on evaluations. How then do you combine the literacy initiative with current testing mandates? How can teachers approach document analysis as integral to their bottom line, if not integral to the students’?

Co-workers have expressed concern about lack of staff development and training. They have mentioned in conversation that they feel that the initiatives that the county have rolled out cannot be that important since the teachers were not, in their opinion, sufficiently trained as to how to use them. Teachers, many of whom are not history majors themselves, require more coursework in the field itself, and especially in making connections and comparisons between areas of study (Bain, 2011; Harris, 2008). Teachers who are trained in broadfield approaches in history are taught to emphasize interaction between cultures and how cultures have influenced each other, or they have been taught to emphasize the world as a system that encourages the study of world history is best studied as an integrated global society (Harris & Bain, 2011). Both

techniques are broad and daunting, especially for world history teachers with minimal world history training. Training teachers to approach document analysis as smaller, easier to understand examples of these approaches – approaches that are difficult without deep instruction – may be able to ease teachers into the wider approach.

Using a case study research tradition, I develop a narrative through which these teachers can express pedagogical concerns, philosophies, and insights into their pre-service training, teaching, and how they develop and utilize historical literacy and thinking skills, both within their own practice and in the students'. By focusing the study on world history teachers specifically, the goal is to close a gap in research and literature. I attempt to provide insights through this narrative that may be used to strengthen the incorporation and utilization of historical thinking and literacy, along with related staff development, within the county curricular standards so that the Common Core Literacy Standards are better met through world history instruction. Finally, the notion that historical literacy and thinking are not niche, subject-specific skills, but rather cross curricular and necessary is demonstrated.

I must be aware of the differing voices of not just my research participants, but also myself as a researcher. Being aware of my own background, my own conscious biases, and where I differ and concur with the study participants will create a narrative where I can compare and contrast myself with them and each participant with each other. However, I do this in a way that does not lend emphasis to my views, or to the story of any participant over another. Unconscious biases are more difficult to handle during the writing process, as since they are unconscious, I am, by definition unaware of them.

Through careful and close re-reading of interviews and personal reflections, I hope to be able to turn these conscious biases into conscious ones, and address them accordingly.

Research Questions

This study is guided by the following research questions:

R1: How do individual teachers' attitudes and perceptions of primary resource document teaching methods impact their use of them in their instructional practices, and how are their attitudes and perceptions shaped?

R1a. How do teachers understand and experience the concepts of historical thinking and literacy?

R1b. What do the participants view as challenges to teaching historical literacy? Do they feel that there is support in meeting these challenges?

R1c. How do teachers apply new historical literacy theories to assess learning outcomes in their classrooms?

R1d. What are teachers' perceptions of primary resource document activities and document based questions as pedagogical and curricular tools?

R1e. What are teachers' perspectives on materials that they have available to them for classroom use, specifically their appropriateness for student ability levels?

R1f. Does the available professional development (or lack thereof) contribute to their use of primary resource document activities in the classroom?

R1g. What impact does a teacher's pre-service training have on their use of historical literacy skills?

R1h. How do the participants understand the application of historical thinking and literacy skills in the classroom, and how do pre-service learning, staff development, and classroom experience develop these?

Significance of the Study

I completed research that analyzes perceptions on policy and pedagogy from the perspective of world history teachers. Through discussion and narrative, this study examines unique perspectives of world history teachers insofar as the integration of historical literacy and thinking skills in state mandated curriculum, and their perspectives on classroom outcomes.

Encouraging historical thought and watching students make connections between documents and evidence is an enlightening event for a teacher, regardless of what historical discipline they teach. World history teachers have a unique challenge in that they must encourage analysis skills in students while using evidence from a myriad of cultures and traditions, many of which are unfamiliar to the students. The teachers and the students do not have the benefit of the familiarity of the American voice and experience in analysis; world history students are responsible for analyzing point of view in evidence stretching from Babylon to the War on Terror. They are exposed to unfamiliar viewpoints, such as those of Chinese court officials from the Han Dynasty and 16th century European cartographers and map makers. Unfamiliar issues, such as the causes and events of the Hundred Years War or the Opium Wars are revealed to them in first-hand accounts of those who lived the events, and these accounts are across social strata and warring factions. This is a difficult hurdle for both teachers and students to

clear; factoring in unfamiliarity with material into unfamiliarity with analysis skills and expectations makes for a challenging situation for everyone in the classroom.

By allowing teachers the opportunity to discuss their pre-service training, approaches to the inherent challenges in teaching world history, and how they can best be supported while surmounting them, this study aims to begin an effective dialogue on how to encourage world history teachers to feel comfortable and confident about incorporating primary resource document based lessons and DBQs into their instruction, and to see them as something more than a requirement for literacy standards. I encourage discussion of how primary resource documents are a key part of historical understanding and impart myriad skills to the pupils, and I explore why and how these skills are taught in a classroom. Students develop skills from these activities that are applicable to other areas of study, as well as life through understanding different ways of knowing and through cultivating a realization of the non-neutral nature of history and human interaction (Salinas, Blevins, & Sullivan, 2012). It is necessary to expand historical thinking and literacy from the field of United States history instruction to all disciplines of historical study, particularly world history instruction. How world history teachers approach historical literacy and thinking instruction is reflected in student understanding; if world history teachers are uncomfortable in their pedagogical approaches to historical literacy and thinking, students will not receive the full benefits of this method of instruction.

Definition of Relevant Terms

The following are clarifications and definitions of terms that are relevant to the discussion of teacher perceptions of and the instruction of historical thinking and learning, as well as definitions of terminology relevant to the study as a whole.

Apprenticeship metaphor. Students are apprentices to the classroom teacher in historical investigations. The instructor acts as a guide, encouraging dialogue that creates a co-construction of historical meaning (L. Levstik, 1997).

Case Study. A research tradition in which specific attention is paid to an individual, group, or situation existing in a specific time or place over a period of time.

Common Core Literacy Standards. Standards released for state adoption by the Department of Education that give specific goals and guidelines for literacy that prepares students for college and career readiness.

Contextualization. Putting a historical document within the proper context through appropriate background knowledge (geography, time period, values, trends of the era) (Nokes, 2011).

Document Based Question. A primary resource document based exercise that includes an overarching investigative question that the student must answer through analysis of the documents included. Students are expected to explain bias in the documents and compare and contrast sources.

DBQ Project. Pre-packaged DBQ lessons for multiple grade levels and subject areas. Purchased for school districts to allow teachers to have access to DBQ lessons without the complex procedure of creating them themselves. Aligned to Common Core Literacy Standards.

History. In Wineburg's view, a series of problems and puzzles that exists as a challenge for students to piece together (Wineburg, Martin, & Monte-Sano, 2013).

Historical Interrogation. The active questioning of historical documents as they are read. Students are encouraged to jot questions to be “answered” by the documents as they read.

Historical Literacy. Using source information to understand and analyze document content, comparing and contrasting viewpoint across sources, understanding the causes for bias within historical documents, and being able to note how viewpoints and perspectives change and shift over time (Nokes, 2011).

Historical Thinking. “Being able to describe change, compare, and explain” while asking historical questions, sourcing, forming an argument, and using substantive concepts (Havekes, Aardema, & de Vries, 2010).

Historical Reasoning. The organization of information about the past in a manner that describes, compares, and/or explains historical phenomena (van Drie & van Boxtel, 2008).

Primary Resource Document. A document from the time period in which a historical event occurred. Can be material such as letters, journals, court records, newsreels, radio broadcasts, and photographs.

Professional Development. Learning opportunities for school staff. May be subject area focused or broader. Can be developed by counties or local schools; may be held during the school day, during pre-planning, or during post planning.

Reading Like a Historian. Developed by Same Wineburg, the curriculum (which is able for district purchase) relies on document based lessons which use background knowledge “to interrogate, and then reconcile, historical accounts from multiple texts” (Reisman, 2012a). Includes both primary and secondary resource documents in its lessons.

Social Constructionism. Knowledge as created through social interactions; in a classroom history becomes social constructionism through the discussions of students and teachers that encourage historical thought. Some interpretations may carry more weight than others (Cassedy, Flaherty, & Fordham, 2011).

Sourcing. Reading and noting the source of a historical document or secondary source, and using relevant background information to determine how that source may impact the content of the historical document.

CHAPTER TWO: REVIEW OF THE LITERATURE

Literature Review

Historical literacy, historical thinking, and related strategies. Historical thinking and historical literacy skills are effective and essential critical thinking tools, both within the subject area of history and in general learning. By its nature, history is cross-curricular in nature, drawing content and material from literature, current events, other social sciences such as government and economics, and tying into mathematics curricula through the integration of statistics (Brophy, 1990). By integrating itself within cross-curricular learning, historical learning becomes a presentation of history as a series of problems to be solved, relevant to the world, rather than a series of facts to be memorized (Wineburg et al., 2013). Historical literacy and thinking are both socio-constructivist and socio-cultural in nature. It requires the active participation of students who, when learning, “must not only acquire knowledge of the past but also use this knowledge for the present” (van Drie & van Boxtel, 2008). It requires active participation from the students, facilitated by explicit instruction. Historical thinking encourages careful reading of sources, tolerance of differing perspectives, the detection of spin and bias, and weak claims (VanSledright, 2010). Historical thinking and literacy, in effect, transforms students into mini-philosophers (Wineburg, 2001).

Explicit instruction in literacy has traditionally not been focused in social studies and history. Instead, it has been associated with general writing; it has been suggested that a focus on academic literacy and rhetorical processes would be better suited for discipline-specific skills (Young & Leinhardt, 1998a). These skills include those of comparing, classifying, sequencing, and predicting (Beyer, 2008). Students lack the

ability in many cases to use information contained in resource documents when problem solving if insufficient practice is completed (Rouet, Britt, Mason, & Perfetti, 1996).

History-specific thinking skills that can be encouraged with practice include decision making skills, problem-solving skills, drawing conclusions through presented evidence, the interpretation of sources, and the identification of cause and effect (Beyer, 2008).

Historical thinking and reasoning is dependent upon these skills through the critical approach of evidence and texts, and the utilization of evidence and texts to form arguments (van Drie & van Boxtel, 2008).

The Benchmarks of Historical Thinking project outlines six concepts that are necessary to understand history on a deeper level: establishing historical significance of a document, using primary resource documents, identifying continuity and change, the analysis of cause and consequence, taking historical perspectives, and understanding moral dimensions of history (Seixas, 2006, as quoted in Monte-Sano, 2011). These benchmarks can be combined with the “use, interrogation, and contextualization of evidence in the process of analyzing and constructing historical accounts (Monte-Sano, 2011). Tasks that involve primary resource questions and that allow for the investigative aspect of reading primary resources expose students to conflicting viewpoints and evidence as well as an understanding of the discipline as they analyze and compare documents. Encouraging students to investigate is challenging and should be completed through instruction that emphasizes historical thinking rather than rote memorization skills.

Students in history classes tend to want to give the “right answer,” not an answer with deep historical inquiry. They also often feel that history is static, which encourages

students to focus on isolated facts (Salinas et al., 2012). This kind of thinking is encouraged by the use of textbooks, which encourage students to interpret cause and effect as fact, as well as lecture, which leaves minimal room for active questioning (Viator, 2012). Students may “know history,” but not know how it is constructed or how to construct it themselves (Wineburg, 1991a). The rigidity in students’ historical perceptions can be remedied by “exploratory talk” to better encourage historical reasoning skills through the description of change, through comparison of sources, and through the explanation of events (Havekes et al., 2010). This active historical thinking can stimulate student thinking by using self-construction of knowledge, which deters them from the reflex of giving the “right answer.”

To encourage students to not reflexively search for the one absolute right answer, teachers should use responsive questioning to, as Wineburg (1991a) suggests, clarify history. This leads students down the path of understanding that historical interpretation is the analysis of facts as well as opinions. Essential questions that are guided by the teacher bridge the gap between history and historical interpretation and diminish the assumptions that cause and effect are facts (Viator, 2012). Historical thinking is not neutral, it is a descriptive cultured act that “attends to different ways of knowing” (Salinas et al., 2012). It is a heuristic process that stimulates other forms of thinking; it is, in effect, imaginative (Hartmann & Hasselhorn, 2008). History without these interpretations is a deficient craft as the interpretations are socially situated constructions that are vital to what history is, which is social constructionism (Cassedy et al., 2011). By encouraging students to examine history from the viewpoints of investigators, teachers

encourage students to understand the historiographical process, and therefore better contextualize information (Lindquist, 2012).

Historians, as a model to secondary students, apply heuristics that encourage the construction of meaning across multiple sources. These heuristics include many aspects of historical literacy such as the comprehension of multiple genres and types of text, analysis and interpretation of the texts' content, the synthesis of the information from multiple texts, and the evaluation and usage of read materials (Nokes, 2011). They may appear as questions used prior to reading a document or text so that it may be purposefully read. Historians define meaning as they "explore the source's explicit perspective and implicit bias" (Bickford & Rich, 2014). The quality of these exploratory skills and the analysis that they lead to is strongly influenced by that of the task, the theme being taught, and the historical materials provided (van Drie & van Boxtel, 2008). The introduction of primary resource texts that encourage deep questioning further encourages a line of reasoning that drives the encounter with the document. Questioning encourages understanding through a dialectical process between those questions and the textual methods modeled by the student (Wineburg, 1998) The more practice the student has with historical thinking and reasoning, the more questions they are able to ask and answer regarding evidentiary texts, and an increased number of questions asked of sources leads to more argumentation and a deeper description of continuity and change (van Drie & van Boxtel, 2008). These arguments stem from the arguments in the documents themselves, which can be annotated and "argued" with in return by the student. It is helpful when teachers focus instruction and feedback in ways that encourage students to "think about documents as excerpts of past conversations and [to] construct

their own argumentation in response...” These arguments then must be justified by the student to reinforce understanding (Monte-Sano, De La Paz, & Felton, 2014).

A self-regulated strategy development model can be used to promote sophisticated cognitive functioning. Teachers participating in this model encourage students to take ownership of their learning through phasing education from teacher led models to collaborative practice to individual work. This phasing of instruction is done through procedural scaffolding that is designed to be eventually limited then removed for the students’ individual work (De La Paz, 2005). Scaffolding should highlight that students are apprentices to the teachers in the initial investigation; they are learning, but they are also active participants. There should be dialogue between the teacher and students to aid in the co-construction of historical meaning and understanding (Levstik, 1997). This procedural scaffolding is modeling of teacher-led historical thinking strategies and techniques that can be followed by small-group work for practice.

Through creating a “community of inquiry,” the concept of authentic inquiry is tied to discussion through the valuation of multiple perspectives by the teacher (L. S. Levstik & Barton, 2001). These strategies may center on reconciliation of conflicting sources, both primary and secondary, which aid in forming a narrative (De La Paz, 2005). Class discussion, be it in small-group, partners, or as a full class “enables students to practice and internalize higher-level ways of thinking and reading” (Reisman, 2012b) and leads to a fuller narrative development and a deeper understanding of the analysis of the primary resource documents. A pluralist approach encourages students to examine cultural uses of history, which creates higher interest levels and also contributes to deep understanding through historical thought (Levstik, 1997). The development of learning

communities within a classroom create organic discussion that encourages students to “do history” and build connections with the content, documents, and the topic being investigated (Sullivan, Schewe, Juckett, & Stevens, 2015).

By emphasizing the use of evidence, the recognizing of perspectives, and the construction of interpretations, teachers are capable of stressing the annotation of primary resource documents that strengthens the analysis of evidence and support of arguments. Students’ examination of primary resource documents supports comprehension, inference, and interpretation skills as well as the creation of historical schemas and the reinforcement of previously existing schemas based on prior knowledge (Levstik & Barton, 2001; Monte-Sano, 2011). Training for teachers would be helpful in reinforcing how to carry out modeling and scaffolding that encourages annotation and analysis in to a curriculum that may not appear to allow for much opportunity for what some teachers may consider to be deviation from the expected mode of textbook-driven instruction (Monte-Sano et al., 2014).

Challenges facing world history teachers. World history is one of the fastest growing fields of study in American high schools, increasing nearly 125 percent over the last thirty years (Bain, 2011). World history may be a cumbersome topic to instruct for teachers, and a difficult topic to fully grasp for students due to a reliance on self-referential terms that they find difficult to associate with unfamiliar civilizations (Halldén, 1997; Salvucci, 2011). The curriculum may also be difficult for teachers and students to manage because of the unfamiliarity of studying cultures without a default Eurocentric lens; it is also a curriculum that challenges the specificity of traditional studies of civilizations (Marino, 2011). World history as a broadfield area of study

requires a depth of understanding about the history of the world as a whole and its civilizations, not just in specific areas of study, but as a whole. For students and teachers, this task is overwhelming. The level of specificity of knowledge regarding disparate areas of study needed to draw themes and connections between varying civilizations and time periods leads to the development of sophisticated interpretations of world history, but at the same time, is daunting (Dunn, 1999). Making this process more difficult is the scarcity of research as to what makes up quality world history teaching; what knowledge the teachers need to develop active and engaged students as well as how teachers use that knowledge to fulfill that goal has not been determined (Harris & Bain, 2011).

World history courses and teachers traditionally encounter three persistent problems in instruction and understanding: instructor training specific to a world history background, textbooks that do not build on obvious and easily understood cross-cultural patterns, and a difficulty managing a comprehensive list of standards with a need for depth that may leave out internal dynamic of societies (Hare & Wells, 2015). This leads to a difficulty in reconciling the students' individual-centered perspectives of studying history with broader themes (Bain, 2011; Harris & Bain, 2011; Marino, 2011). Document based questions and primary resource documents may be useful in bridging that gap, due to the personal nature of the documents coupled with their acting as evidence of broader societal changes and interactions (American Historical Organization, 2005). By encouraging the use of multiple perspectives, students are required to discern perspectives and understand and apply context (Salvucci, 2011). This exposes students to both diverse cultures and diverse perspectives within those cultures, which challenges

them through the “interconnected nature of world history” and research questions and prompts that compare multiple civilizations and themes (Hare & Wells, 2015).

According to the American Historical Association’s Committee on Internationalizing Student Outcomes in History (2005), student outcomes in learning history should include:

- Ability to see contacts among societies in terms of mutual (though not necessarily symmetrical) interactions, benefits, and costs.
- Ability to look at other societies in a comparative context and to look at one’s own society in the context of other societies.
- Ability to understand historical construction of differences and similarities among groups and regions
- Ability to recognize the influence of global forces and identify their connections to local and national developments

These components of learning history are made difficult in the world history classroom by the sheer volume of information that is required to be taught versus the brief amount of time allotted for teaching it. However, despite the role that the above skills play in historical literacy, students are exposed to fact-based history education that tends to be centered on names, dates, and important events. This type of history education, usually done in response to time constraints and a lack of teacher background in world history, limits the students’ abilities to effectively grow and practice historical literacy skills (Luckhardt, 2014). It also contributes to a fragmentation of understanding on the students’ part, which is augmented by some teachers’ difficulties in drawing

connections between disparate events, especially the difficulties encountered by inexperienced teachers (Bain, 2011; Harris & Bain, 2011).

Being able to connect the smaller details to the larger themes is necessary in world history instruction, though difficult to accomplish due to fragmentation of the subject by state and local standards, textbooks, and gaps in teacher preparation and background (Bain, 2011; Harris, 2008; Harris & Bain, 2011). It also runs counter to how historians are trained, which is in a method designed to develop expertise in a single region or time period (Marino, 2011). By working with primary resource documents, teachers and students may be able to strengthen the bridge between the details and the larger themes required for a full understanding of the subject area by building ways of thinking often found in more experienced world history teachers (Harris & Bain, 2011). Building pedagogical content knowledge based around the types of knowledge that teachers need to help specific students learn specific content may be bolstered by the training of teachers in using primary resource documents to illustrate common (and not-so-common) historical themes (Harris & Bain, 2011).

Primary resource documents and Document Based Questions. Primary resource document based lessons stimulate interest in the material being taught through giving an idea of lived and experienced history. Primary resources may be utilized as introductions to set the stage of a lesson, or to generate student interest through creating an “atmosphere” for the lesson at hand by introducing students to the role of the individual in creating history (Brown, 1956). To facilitate the task of introducing an idea or concept through primary resource document analysis, teachers must determine appropriate primary resource documents to utilize, possibly modify them for ease of

student understanding, and ensure that the primary resources are unambiguous and do not unjustifiably confuse the students (Bickford & Rich, 2014). Teachers construct the narratives that the primary resource documents elaborate upon, therefore the teacher's responsibility is to select sources for the students that fit together in a meaningful way that tells a worthwhile and coherent story (Seixas, 1994 as quoted in Lee & Coughlin, 2011).

Students should be aware of how historical narratives are created, and primary resource documents are one means of understanding that creation through allowing students an opportunity to participate in that process (Barton & Levstik, 2003). Despite some teachers being unaffected by knowledge of historical interpretation and the skills that primary resource document analysis may develop in students, most realize that an understanding of the past comes from interpretations of evidence, and make some move to incorporate evidence (in the form of primary resource documents or DBQs) into their classrooms (Barton & Levstik, 2003). By selecting effective evidence, teachers can encourage historical understanding and empathy through a depth of knowledge in past institutions and events, and using that knowledge to make sense of the events of the past (Lesh, 2011). The ideas generated by the student are evidence of deeper understanding and concept development (Levstik & Barton, 2001).

The selection of primary resource documents for analysis and DBQ work should be careful. Documents should be selected if they correspond to the topic at hand, are accessible to the students in terms of language and readability, and they must actively aid in analysis and identification of the context. The number of documents initially selected should not overwhelm students, they should facilitate answering of the question at hand

(the focus question of the DBQ), and should vary in type (Lesh, 2011). Working through these documents illustrates the concept of history as a series of problems to be solved, or events to be interpreted. This challenges the idea that history is a static concept (Wineburg et al., 2013). Documents are an expression of an event, not evidence of expression; they are not unproblematic and they do not necessarily “prove points;” they are open to analysis and teachers should encourage this problem solving perspective when students are working with documents (Young & Leinhardt, 1998a).

The most important characteristic of a document to a historian is not necessarily what a text says, but rather what it does. A historian, and therefore a student of history, should focus on text as either a rhetorical artifact or a historical artifact that allows the historian to reconstruct the “world” in which the event took place. Students, however, have issues perceiving historical text as such, missing that text is a historical and social instruction that had been crafted to intentionally convey a viewpoint (Wineburg, 1991b). Students tend to situate the locus of authority in the text rather than the questions that they ask regarding the text. Primary resource analysis in classrooms, especially with work involving document based questions should encourage students to ask their own questions and interrogate the documents while they read and work toward the overarching question that the teacher has posed (VanSledright, 2010). Students should be able to reason with documents during the execution of historical inquiry (van Drie & van Boxtel, 2008).

The Document Based Question seeks to be the capstone in student historical thinking and application of schema and heuristics by incorporating the reading and analysis of multiple sources, the evaluation of claims, and the use of evidence in writing

an argument (Breakstone, Smith, & Wineburg, 2013). It is difficult, however, to use the DBQ as an actual measuring tool of these skills as a stand-alone task. Students tend to raid documents for quotes and what they feel to be substantiating evidence, but failed in analyzing them as actual evidence (Young & Leinhardt, 1998). It is questionable if DBQs are authentic assessment tasks that can be used as stand-alone measures of historical thinking ability, as “doing history” is not the same as learning to do history (Grant, Gradwell, & Cimbricz, 2004). Authentic assessment is a construction of knowledge, disciplined inquiry, and should have value beyond school (Newmann, Marks, & Gamoran, 1996); writing a DBQ is dissimilar to actual historical writing in that the topic and materials for investigation is given to the student (Grant et al., 2004). DBQ lessons in which students work independently give students little to no sense of historical community. The modification of DBQs into formative assessments instead of summative assessments therefore would create a more authentic experience for the students through practice and the internalizing of higher level thinking and reading skills (Reisman, 2012b).

Challenges for students and teachers. Researchers argue that four barriers exist to students reading like historians: analysis of historical documents overwhelms students’ cognitive resources, students have limited background knowledge, students have unsophisticated worldviews, and students do not fully understand what it means to study history (Nokes, 2011). They also suggest that students and teachers have difficulty with the philosophy that it is most important to a historian to realize what a text does over what a text says (Wineburg, 1991b), and the idea of history as a series of problems may be new for students, as the concept of working out historical problems challenges the idea

that history is stable (Wineburg et al., 2013). The focus must be on subtext and historical artifacts, and the utilization of these in order to construct events. These constructed events are historical narrative, which “de-chronologizes the thread” by bringing the past into the relevant present (Barthes, 1970). These narratives should be the product of a process of comprehension, and should be complicated and intertextual (Reisman, 2012b). The student as historian is responsible for organizing historical signifiers to construct a meaning, or interpretation of events that is unique from their personal experience or interpretation. History is then an inferential science that involves the constant questioning of sources’ validity, reason, and implicit biases (Winks, 1969). Frustratingly for students, there are no fixed rules for evidence evaluation, and tests of the evidence vary with the problem and circumstances posed (Nevins, 1962). When given evidence, students are unsure about analysis of it and tend to view it as unproblematic and take what it says completely at face value. Bias detection takes the “character of a good-bad dichotomy,” when bias detection is utilized at all (VanSledright, 2010). This becomes a hindrance to the assessment of the reliability of sources; students tend to dismiss documents outright that they deem to be “biased” despite the usefulness inherent in interpreting that hat very bias.

Reliance on text and a tendency to accept documents at face value may be due to the limitations on student cognitive resources. Presenting students with difficult tasks runs the risk of limiting those cognitive resources; presenting students with the textbook may classify as a less cognitive taxing manner of teaching. This discourages practice at the more difficult tasks of reading and analyzing primary resource documents, which limits the amount that these tasks become automatic (Nokes, 2011). As students become

more comfortable with historical thinking techniques through the use of simple text or reciprocal reading groups, teachers may remove scaffolding such as guided reading and modeling of procedures to allow students to work on their own (Monte-Sano et al., 2014; Nokes, 2011).

As historical thinkers, students are expected to understand alternative viewpoints, deduce where they originate, and evaluate how those viewpoints may impact analysis of the topic. These complex relationships are often difficult for students to understand (Epstein, 2012) and require teacher instruction and modeling to clarify the construction of history (Wineburg, 1991a). Students may have difficulty clarifying and qualifying their choices and decisions in historical problem solving exercises, while teachers have difficulty in both conveying and reflecting on the cognitive performances necessary for formulating historical narratives and evidence (Wineburg, 1991b).

Students and teachers must overcome the hurdles of an inclination toward dualism, intellectual reductionism, broad categorizations, authoritarianism, and positivist stances (Nokes, 2011). These limit the depth of understanding and nuance required for full understanding of historical analysis and literacy. Lesh (2011), outlines seven criteria that teachers must use to guide historical inquiry as a springboard for classroom analysis:

- 1) Does the question represent an important issue to historical and contemporary times?
- 2) Is the question debatable?
- 3) Does the question represent a reasonable amount of context?
- 4) Will the question hold the sustained interest of middle or high-school students?

- 5) Is the question appropriate given the materials available?
- 6) Is the question challenging for the students you are teaching?
- 7) What organizing historical concepts will be emphasized (Change over time, continuity, causality, context, or contingency?)

Through the development of these focused questions, teachers are able to develop lessons that incorporate historical heuristics while clearly outlining goals and expectations for students that they must develop an evidenced-based response to the proposed question (Lesh, 2011).

Students should explicitly be instructed in the three heuristics of sourcing, corroboration between texts, and the contextualization of events and sources. This explicit instruction is best completed through teacher modeling of the problem, and student collaboration in small-teaching groups (Levstik & Barton, 2001). The analysis of documents needs to be aided by the teachers with careful explanation of key topics and techniques. Students may be unfamiliar with the language found in both primary resource documents as well as the methodology for the analysis of these documents (Monte-Sano, De La Paz, & Felton, 2014). Teachers may make this process as smooth as possible by limiting the number of documents that the students are working with until proficiency is gained. This may eliminate comprehension problems by limiting the initial amount that the student must analyze (Nokes, 2011).

Background knowledge and contextualization may be difficult for some students and teachers who lack prior exposure to the material (Lindquist, 2012). Sourcing is difficult for students who have not been trained to look at the source of a document. By not looking at the source first, if at all, students miss key background information on the

source such as social status, gender, country of origin, career, and the like. What is being said in the document is part and parcel with who is doing the speaking (van Drie & van Boxtel, 2008). A lack of understanding of this concept may be an impediment for students to the understanding of the document and the creation of deeper meaning from it (Wineburg, 1991a). Students should engage in classroom inquiry activities to cultivate their interest and to grow background knowledge (Reisman, 2012b). Presentism is also a hindrance to analysis, because students may make incorrect inferences based on modern expectations instead of the proper historical context (Hartmann & Hasselhorn, 2008; Levstik & Barton, 2001; Reisman, 2012b). Despite pressure to cover the core materials and not focus on deep details (Winstead, 2011), teachers should still strive for as much depth as possible so students are capable of understanding enough that they can successfully apply historical thinking ideas. This depth can be achieved through the preparation of documents that challenge student perceptions and make it as difficult as possible for students to easily apply modern expectations to past events. Complex documents that limit the tendency to oversimplify events also can encourage students to abandon intellectual reductionism, which in turn boils events down to a “right” or “wrong” binary (Nokes, 2011).

Teachers should encourage students to remain aware that they actively create what history means. Teachers can encourage students to become more active participants in the creation of history through the use of “activities that encourage students to build their own understanding of the past” (Nokes, 2011). Students are capable of using knowledge and using primary resource documents to “do” history, but this procedural knowledge is missing from textbooks, which rely on “telling” the students facts more

than allowing students to investigate the information on their own. To encourage students to “do” history, active historical thinking must be employed through using second order concepts that will be used in a metacognitive process that encompasses the following: the guided structure of behaviorism, a cognitive focus on the thought process, questioning whose complexity reflective cognitivism, and the constructive idea that students must construct knowledge themselves (Havekes et al., 2010). These second order concepts “provide procedural and structural order to historical investigations, narratives, and claims about the past” (Seixas & Erickson, 2011).

Document based questions and primary resource document analysis activities seek to remove the student from the textbook as the only source of material for a given subject. Students have difficulties doing this, as they may view primary resources as more “true” than secondary resource documents. This happens because authors of primary resources were “present” at the event and therefore may be more credible (Epstein, 2012). Teachers and students alike may be prone initially to treating a primary source document like a textbook, skipping around, and looking for clues and the “right answer” without focusing on the substance (Monte-Sano et al., 2014). Comparing multiple accounts of the same event presents even more of a challenge (Wineburg, 1991b). Perfetti, Rouet, and Britt (as quoted in Nokes et al., 2007) developed a theory of document representation which describes how skilled readers process multiple texts by using the term *documents model*. This term describes the reader’s mental representation of multiple documents with two key components: an intertext model representing the relationships between and within the documents and the events in each; and a situation model of the total situation described in all documents. The documents model is a

“mental representation of a text’s relative usefulness and coherence” (Nokes et al., 2007). This relative usefulness is in constant analysis to a historian as they read through primary resource documents and assimilate new information. Students need this exposure to multiple documents to develop advanced literacy skills (Reisman, 2012b).

Exposure to primary resource documents needs to be paired with instruction that encourages students to consider different points of view and how those viewpoints may distort information. Teachers have the opportunity to instruct students that “bias” is not inherently bad and that it is omnipresent in both primary resource documents and secondary resources. When given documents for analysis, teachers should prompt students to source documents to understand purpose, validity, and evidence of bias before corroborating the consistency of argument, description, and information between multiple documents (De La Paz, 2005). This leads to an increase in confidence and ability to understand the process of historical reasoning, though it may not lead to a consistent use of the skills in every historical reasoning activity (De La Paz, 2005).

Students may be lacking the heuristic understanding to successfully create a situational model as described above. Instead, students prioritize the retention of individualized facts over the heuristics of sourcing, corroboration, and contextualization, and may become frustrated due to what they consider “facts” changing from document to document. This limits their ability to employ historical perspective taking that require elaboration upon the topic past the point of a listing of facts (Hartmann & Hasselhorn, 2008). Students, instead of applying sourcing, corroboration, and contextualization as they read documents tend to read them in linear fashion and take information at face value (Nokes et al., 2007). Teachers who typically spend a majority of instructional time

on teacher-centered activities and textbook based work may encourage this. Students who are instructed with multiple texts to practice sourcing, corroboration, and contextualization achieve higher levels of proficiency than those who are taught those skills using the textbook, or who are just taught directly out of the text with no heuristic instruction at all. Students who practice heuristics of either sort score higher on assessments than those who did not practice at all (Nokes et al., 2007). Multiple perspectives and an opportunity to compare and synthesize the meaning of multiple texts, both primary and secondary, allows students the greatest opportunity possible for understanding and learning historical information.

It is important that teachers allow sufficient time for student engagement with documents as so students have the opportunity to apply reading strategies and analysis thoroughly. Post-analysis feedback, be it in the form of verbal feedback during class document interpretation, comments on graphic organizers, or in-depth comments on student essays, creates guided feedback so the student is aware what methods they are using well, and what analysis methods need more practice and in what way (Reisman, 2012a).

Professional development and primary resource document activities. Before change happens in teaching habits and practices, it must happen in attitudes and views, especially with an emphasis of meaning over memory. Teaching what one does not know is difficult, and leads to an over-reliance on pre-packaged materials, most of which are secondary resource documents or textbooks (Lindquist, 2012). Teachers teach well when they are comfortable with what they teach: when they both fully know the subject area and are actively engaging with that knowledge (Thornton, 1991). The inclusion of

students in classrooms where teachers who had been trained in professional development courses specifically oriented toward the incorporation of primary resource document lessons and historical analysis has better outcomes than students placed in classes where the teacher did not undergo primary resource document specific training. Training encourages teacher effectiveness through “helping diverse learners use evidence in disciplinary ways as they wrote historical arguments” (Monte-Sano, De La Paz, & Felton, 2014). Before high levels of success can happen in classrooms taught by teachers who have undergone professional development training, teaching practices need to shift to being focused on primary resource documents, heuristics, and a new pedagogy that is not reliant on the textbook. Teachers may have a conception of history as a “given set of information to an interpretive act based on evidence” (Monte-Sano et al., 2014), and it may take effort and increased levels of staff development to shake previous expectations of both students and teachers as to what history is “supposed to be.”

Challenges exist in the professional development of teachers when comfort and utilization of primary resource documents are concerned. Teaching history as a historical construct alone, without heuristic constructs, is a common misconception held by history teachers; this encourages an emphasis on strict procedural knowledge (Patterson, Lucas, & Kithinji, 2012). Teachers also hold the misconception that students cannot learn historical thinking skills at an early age, despite the fact that students are capable of knowing and applying historical thought as long as teachers introduce and teach the skills needed through reflective modeling and lessons that are focused on the desired skill outcomes (Beyer, 2008). Questioning the lessons’ developmental appropriateness may lead to an under-emphasis of skill based instruction in planning and teaching history,

which limits the effectiveness of primary resource document analysis (Patterson et al., 2012). Young children can begin with basic versions of cognitive assessment of sources such as source identification, attribution, judging perspective, and assessing the source's reliability; older students can utilize those skills with more depth (VanSledright, 2010).

Effective professional development for history teachers should include interaction with and instruction from historians who are capable of modeling the type of thinking and skills needed for teachers to successfully work with students, and for students to use to be successful (Patterson et al., 2012; Ragland, 2015). An increase in thematic instruction, graphic organizers, and perspective taking exercises give teachers the perception of “doing history” rather than memorizing history, and it increases the likelihood that this constructivist attitude is transferred over to the class. Some teachers may only have a superficial awareness of using source documents to teach history, and therefore only have a passing knowledge of historical literacy (Patterson et al., 2012). With an increase in confidence gained through workshops, teachers have more drive and desire to use primary resource document analysis activities in class; a lack of strength in this area leads to minimal engagement by the teacher with the students in document analysis.

Intervention on the staff's part via professional development may help in furthering students' historical literacy development if coupled with curricular adjustments throughout the history course, it also aids in teacher understanding of historical inquiry skills and knowledge. Teachers require development and training in drawing connections between time periods and cultures; teachers in Harris and Bain's (2011) study who lacked such training did not “think outside the box” when it came to drawing their connections. Instead, they approached connecting important historical events from their own comfort

zones, and therefore faced challenges in building relationships among events from varying cultures and time periods. This limits the teachers' ability to see a "variety of paths among events and concepts" that they could impart to their students (Harris & Bain, 2011).

Teachers with training in specialized curricula such as the Reading Like a Historian Project or teachers who had background training in historical reasoning with primary resource documents were more effective at teaching historical literacy and thinking skills than those who lacked the training in those areas (Reisman, 2012a). There may be a relationship between comfort with a skill set and the effectiveness of instruction; this can be demonstrated through student interaction with the subject matter being taught and the student's adoption of historical thinking heuristics. Teacher education programs need to focus on developing relationships between scales of time and space that are usable and flexible in the classroom. These programs should help teachers develop pedagogical content knowledge for history in general, and for world history teachers, they should help develop pedagogical content knowledge specific for world history instruction (Harris & Bain, 2011)

Theoretical Framework

Van Drie and van Boxtel's theoretical framework of historical reasoning (2008) guides how I approach the phenomenology of historical thinking and literacy with the teacher participants in this study. It will be a reference point as I interview, observe, code, and analyze the data gathered from the research participants to explore a baseline for historical thinking and teachers' perspectives on how they introduce it into their classes, as well as their perspectives on how it impacts student learning.

Van Drie and van Boxtel used their framework for historical thinking in research with students to analyze their reasoning both verbally and written. The framework was developed to describe “progression in both reasoning and learning in history, as well as to identify the effects of different learning tasks and learning tools” (van Drie & van Boxtel, 2008). Using previously completed research and current literature, the authors identified components of historical reasoning that they felt were recurring and of importance. During their own research, they refined their framework through the analysis of student work, on-line chat discussions, small group work, and whole-class historical discussions. They then used their components as a basis for coding, which lead to the identification of differences in historical reasoning from task to task.

Van Drie and van Boxtel’s framework consists of six components: asking historical questions, using sources, contextualization, argumentation, using substantive concepts, and using meta-concepts. Their definition of historical reasoning is in the context of “history education as an activity in which a person organizes information about the past in order to describe, compare, and/or explain historical phenomena” (van Drie & van Boxtel, 2008). By examining how phenomena is constructed and defined by individuals, this allows the authors’ framework to fit into my study through the examination of how history teachers create historical meaning and the ways that they convey that meaning to students in pedagogical techniques and attitudes. According to the authors, students’ ability to construct historical phenomena is influenced by “the nature of the task, the topic or theme, as well as the historical materials provided,” and it is shaped by students’ historical background knowledge and strategies and epistemological beliefs that the students bring to the task (van Drie & van Boxtel, 2008).

The framework's analysis of student construction of historical phenomena is rooted in the concept of the instruction of these phenomena, as the "nature of the task, ... topic ... [and] historical materials provided" are all pedagogical considerations of the teacher, which are in turn influenced by the teacher's perception of what constitutes effective instruction in historical literacy and thinking. Students' background knowledge may be constructed from what has been previously taught in the classroom, and their epistemological beliefs and thinking strategies also may be a reflection of what the teacher has deemed pedagogically appropriate for their classroom instruction.

Van Drie and van Boxtel believe that their theoretical framework can be used as an analytical tool for the description of historical thinking in students; it stands to reason that it may also be a useful tool for describing historical thinking and therefore pedagogy in teachers. The sections of the framework are viewed as dependent upon the importance of each component and upon the "level of the historical problem or question one wants to address, the information and means available, the product that is asked for, and the person's knowledge and experience" (van Drie & van Boxtel, 2008). Both the complexity and level of problem presented in a classroom is at the discretion of the teacher, and the teacher must make the decision as to what is pedagogically appropriate for the students that they are teaching. These decisions may stem from the teacher's interpretations of what constitutes pedagogically appropriate historical literacy skills, or developmentally appropriate historical thinking techniques for their students.

Asking historical questions is a matter of being asked historical questions as a model. Multiple types of questions are used in history, such as descriptive, causal, comparison, and evaluative questions. Understanding, therefore, "emerges as a result of a

dialectical process between the questions that are asked and the textual materials that are encountered” (van Drie & van Boxtel, 2008). The teacher models the types of expected questioning that the students should follow, and the teacher is responsible for the selection of the textual materials that students are analyzing in class. These sources, after being selected by the teacher based on phenomenological understanding and pedagogical beliefs, are passed on to the students to be analyzed. Sourcing information takes the form of three cognitive representations according to Wineburg (Wineburg, 1991a): of the text, of the event, and of the subtext. These three representations lead to three heuristics: contextualization, sourcing, and corroboration. The effective use of modeling by the teachers limits students’ tendencies to approach sources as if one source was “correct.” (van Drie & van Boxtel, 2008). The effective use of modeling and historical thinking strategies by teachers ensures that students are capable of defining the question posed and are capable of evaluating sources using selection, interpretation, and corroboration.

Being able to place documents into a contextual frame of reference requires background knowledge, be that chronological, spatial, or social. This may be difficult for adolescents, who have issues making sense of a story without sufficient contextualization and background knowledge. This information also leads to successful development of student argumentation skills, and ability to discuss documents and differentiate between types of, and accuracy/relevancy of material within those documents. This informal reasoning that leads to argumentation consists of three criteria: “(a) whether the reasoning providing support is acceptable or true, (b) the extent to which the reason supports the conclusion, and (c) the extent to which an individual takes into account reasons that

support the contradiction of the conclusion” (van Drie & van Boxtel, 2008). These criteria are aided by teacher modeling and constant feedback to inform the process.

Modeling of argumentative and reasoning skills should consist of substantive concepts such as historical phenomena, structures, persons, and periods and may be both unique (specifically names periods, places, and people) or inclusive (terms such as plague, or revolution) (van Drie & van Boxtel, 2008). It is the teachers’ responsibility, through their understanding of the phenomena of historical thinking, to aid the students in placing and analyzing primary resource documents through understanding and using contextual meanings of inclusive concepts and proper placement of unique concepts. Meta-concepts are a relative of these ideas, and it is difficult to achieve student ability to work with meta-concepts if inclusive and substantive concepts are not fully grasped. Meta concepts aid in the description of process and historical periods, and “guide the asking of questions about the past as well as the description, comparison, and explanation of historical phenomena and the use of sources in an argumentation” (van Drie & van Boxtel, 2008). Meta concepts such as change and continuity over time, comparison of cultures and time periods, and direct historical analogies are all examples of meta-analysis requiring extensive background knowledge on the students’ part, which necessitates both modeling of thought and a comfort with the material by the teachers. If students face problems using multiple causes to describe and effect, it is a necessity that the teacher be able to have an understanding of historical thinking, and the mechanisms in place to model the steps of understanding cause and effect in a historical setting to be a model for the students.

Historical reasoning is dependent upon skills that involve the critical approach and analysis of multiple forms of texts in multiple contexts with the goal of understanding and constructing arguments. Teachers must fully understand the phenomena of historical reasoning to tailor their pedagogical philosophy and techniques to a manner best suited to their class gaining command of complicated reasoning skills and to create pedagogical content knowledge (Harris & Bain, 2011). This comes through creating “ample opportunities in the classroom for students to practice historical reasoning, for themselves, in dialogue with other students, and in dialogue with the teacher” (van Drie & van Boxtel, 2008). How teachers create these opportunities through their own understanding of the phenomena of the construction of historical knowledge and the application of that understanding to their pedagogy is a driving goal of my proposed study.

Conclusion

There has been an increasing call for integrating historical thinking skills into historical teaching in K-12 classrooms. Through primary resource document analysis, students are expected to ask historical questions and are expected to use a myriad of resources. They must place documents in proper historical context, they must form an argument about a contentious historical question, and they must utilize complicated established historical concepts such as change and continuity over time and comparison and contrast of varying cultures and eras (van Drie & van Boxtel, 2008). Teachers who have a basic, Eurocentric background in world history may select documents that reflect this background, or they may feel self-aware that the interconnectedness required to teach world history is not represented by the documents they feel most comfortable selecting

(Marino, 2011). My research gives a narrative for teachers to communicate how they approach document analysis, and if they feel comfortable in using primary resource document activities such as Document Based Questions to break out of the traditional, Eurocentric model. It also will give world history teachers an opportunity to discuss and evaluate staff development and if it a) helps them feel more comfortable in a non-Eurocentric, broad approach and b) if staff development encourages teachers to develop their own themes within world history content and are these themes illustrated through decisions made in primary resource document selection.

This research seeks to fill multiple research gaps. World history education, as previously discussed in this chapter, is not well represented in the research involving historical literacy and historical thinking. American history and its teachers are dominant in a majority of the available research. While staff reflection on professional development is well represented, as is effectiveness of that staff development (De La Paz, 2005; Monte-Sano, 2011, Monte-Sano et al., 2014; Patterson et al., 2012; Ragland, 2015; Reisman, 2012b), how teachers' pre-service training impacts their approach to staff development is not. This research study examines how that teachers use their pre-service backgrounds to reflect on what constitutes useful and effective staff development opportunities, what opportunities they most wish to have available to them, and how they believe they can incorporate what they determine to be effective staff development into their classrooms.

CHAPTER THREE – METHODOLOGY

Worldview and Research Design

Worldview. Worldviews are defined as a “basic set of beliefs that guide action” on the part of a researcher (Guba, 1990). The constructivist worldview encourages understanding of how meaning is constructed via the individual’s interpretation and subjective meaning of experiences. It is a theory of meaning-making, suggesting that the creation of new understandings is dependent upon the individual. This creation of new meaning is dependent upon the interaction of previous knowledge and the new ideas that are introduced (Richardson, 2005). Constructivism can be applied in the classroom and to pedagogical practices, especially among teachers and education professionals who believe learning is a matter of building understandings. As a history teacher, I strongly identify with this worldview as I expect my students to create their own personal understandings of history through evaluating resources and varying historical viewpoints.

According to Creswell (2013), four philosophical assumptions guide qualitative research and the selection of a qualitative research methodology: ontological, which concerns the nature of reality; epistemological, which concerns what counts as knowledge and how those claims are justified; axiological, which questions the role of values in the research; and methodological, which examines the process of research and the language used. Table 3.1 demonstrates those four philosophical assumptions as they relate to the constructivist worldview.

Table 3.1 – Creswell’s Philosophical Assumptions and the Constructivist Worldview
(adapted from Creswell, 2013)

<i>Assumption</i>	<i>Questions</i>	<i>Characteristics</i>	<i>Implications for Practice</i>
Ontological	What is the nature of reality?	Reality is multiple as seen through many views.	Researcher reports themes as they arise over the course of research; researcher allows participants to construct their own individual realities and conclusions, which may differ drastically from other participants’.
Epistemological	What counts as knowledge? How are knowledge claims justified? What is the relationship between the researcher and that being researched?	Subjective evidence from participants; researcher attempts to lessen distance between himself or herself and that being researched	Knowledge is what the participants report and (in the case of this study) what the researcher reports through analysis of subjective participant interviews and personal reflections. Knowledge claims are justified through being representations of participants reality; as the study focuses on participant narratives therefore their narrative is knowledge
Axiological	What is the role of values?	Researcher acknowledges that research is value-laden and that biases are present	Biases are present in both the participants’ construction of reality and knowledge and in the researchers’ construction of

			such. These values – especially that of the researcher – are made clear through the active admission of biases and values.
Methodological	What is the process of research? What is the language of research?	Researcher uses inductive logic, studies the topic within its context, and uses an emerging design	Researcher describes context of study in detail; constantly revises questions to facilitate participants' ability to construct their truth via narrative

Constructivist pedagogy encourages interactivity with instructional material, lived life experiences, and the world around the student, thereby developing knowledge and assessment tools for the evaluation of information and new lived experiences (Juvova, Chudy, Neumeister, Plischke, & Kvintova, 2015). These experiences, through the development of subjective meanings, encourage the growth of complex views on how those meanings are constructed into reality. The creation of meaning is the reflection of teaching and is an adoption of reality based upon the learner's activity; it is autonomous and dictates its own structure (Juvova, Chudy, Neumeister, Plischke, & Kvintova, 2015). Creating meaning is dependent upon the individual and their experiences; for students, these experiences include how their teachers approach the instruction of material and subject areas. In my classroom, I encourage students to create their own historical meaning from primary and secondary document resource analysis, aided by modeling where appropriate. The students then demonstrate their understanding of the historical subject being covered through activities that depend upon the demonstrable construction and display of their historical analysis. As a researcher, I encourage my case study

participants to do something similar through recounting how they have come to understand and construct their own personal historical literacy methodology. Instead of instructing them on methodology, I am encouraging the participants to use their methodology of historical inquiry as a manner of examining the construction of their pedagogy.

Constructivist research relies on participants' views and experiences rather than the researcher's. While the researcher themselves may be an adherent of a constructivist worldview that guides how they construct meaning from participant observations and perspectives, the participants experiences that are being communicated should supersede the experiences and construction of meaning of the researcher themselves. Patterns of meaning are constructed via participants' observations and interpretations of the world and the researcher's interaction with that world (Creswell, 2013). These patterns of meaning are then transformed into concepts that are capable of being interpreted in multiple ways by the communities who are familiar with the concept being observed. These ideas can be further modified by the introduction of new ideas via discussion and analysis of previously introduced or familiar concepts; this modification of ideas benefits from the circular nature of constructivist patterns of thought as well as the personal recognition of limits of knowledge (Gash, 2014). Ideas should be challenged and new representations of reality should be given the opportunity to be constructed via dialogue and social support. Any uncertainty in individuals' interpretation of ideas should be nurtured and new ideas should be encouraged to emerge from the uncertainty (Dooley, 2010).

Through this environment, constructivist research encourages open-ended questioning that is available to be deeply interpreted by both the research participants and the researcher themselves. Researcher interpretation includes self-reflection of their personal experiences' relationship to the research question. Authenticity of the research, therefore, is dependent upon what Lincoln and Guba (1985) deemed to be five dimensions of authenticity:

- a) Fairness,
- b) ontological authenticity,
- c) educative authenticity,
- d) catalytic authenticity, and
- e) tactical authenticity

Each of these dimensions is focused on aspects of potential change in participants, systems, or power structures that may be part of the inquiry process (Shannon & Hambacher, 2014).

Fairness necessitates an assessment of the range of all possible viewpoints and their representation by the researcher. All stakeholders should have a voice and be encouraged to participate in the research process. Authenticity is achieved through prolonged engagement, observation and reflexivity, leading the researcher to show a variety of depth of understanding (Shannon & Hambacher, 2014). The determination of ontological authenticity is guided by the degree to which research participants are aware of the existence of complexity in the environment, or the degree of change in such. Educative authenticity is determined by the extent of the participants' experience in awareness of the viewpoints of others. Therefore, a study developed within the

constructivist worldview should be a study with intentionality and significance.

Intentionality can be described as “the idea that ... every thought is the thought of something, every desire is a desire of something, and every judgment is an acceptance or rejection of something” (Crotty, 1996).

The assessment of catalytic and tactical authenticity is difficult to assess because of the necessity of demonstrating participants moving toward change and empowerment. For a researcher, noting and describing actions that involve agency on the part of the participant may determine the determination of a shift in power or an increase for the potential for action (Shannon & Hambacher, 2014). For history teachers, that action potential may take the form of incorporating techniques into their practice such as evaluation of the perspectives of source authors, creating historical arguments using primary resource documents, or classroom debate regarding the interpretation of historical events (Martell, 2014).

Meaning is not created, it is constructed (Crotty, 1998). The construction of historical meaning is dependent upon historical thinking and historical literacy. These thinking and literacy skills are dependent upon the student or teacher’s previous historical experience, personal viewpoint, and pre-existing biases or conceptions about the historical event being discussed. Historical thinking is in and of itself defined differently from individual to individual. Each teacher, student, or historian has constructed his or her personal definition of historical thought. Students and teachers should be experiencing constructivism as curiosity instead of conceit (Crotty, 1998).

Constructivism, both in research and pedagogical practice, encourages open-ended questioning that may be deeply interpreted by subjects and researchers alike. For research

into historical thinking and literacy, constructivism is an appropriate worldview. History is social constructivism, in which varying interpretations carry varying weight in individuals' analysis and construction of historical meaning (Cassedy et al., 2011).

Research design. The research design for this study is a phenomenological case study. The construction of history and historical meaning through specific historical thinking skill by teachers and students is a phenomenon; to fully understand how individuals piece together this process from pre-service training through their career.

The phenomenon of historical thinking is investigated through the analysis of interviews, focus groups conducted with three world history teachers, and analysis of class blogs and lesson plans. The goal is to determine how teachers interact with acquiring the skills and knowledge necessary to grasp historical thinking and literacy and how they approach instructing students in this skill. Instead of an analysis of a system (here, teacher pedagogy and staff development that may impact pedagogical techniques and ideas), the research will be looking at how teachers interact with this pedagogical system and the classroom and professional outcomes that interaction leads to. A case study lends itself well to the study of the former, while the phenomenological aspect of this study lends itself to the study of the creation of teacher outcomes. This provides room for reflection, both by participants and the researcher, on how the system works and how the participants are active parts of that system's outcome – both in what they say regarding their practices and in what they actively do in their practices.

Case study. Case studies occur within a bounded, integrated system with working parts (Stake, 1995). By allowing for the study of an integrated system, case studies encourage the understanding of an activity, process, event, or individuals (Creswell,

2014). The boundaries selected for this research study are boundaries drawn by profession (high school world history teacher) and location (10th grade classroom). An instrumental case study allows for the research of a phenomenon, which is appropriate for this research study (Stake, 1995). The phenomenon being investigated, the perception of historical literacy and thinking skill instruction, lends itself well to a instrumental case study of teaching professionals and their professional approach to historical literacy and the researcher's notion that levels of staff development has an impact on how teachers instruct with primary resource documents. Different skill levels, perceptions, and pedagogical techniques are available for comparison, highlighting the complexity present in the investigation and discussion of historical thinking and literacy (Glesne, 2010).

An in-depth study of an individual or group is necessary in a case study, as are multiple forms of data collection (Creswell, 2013). The aims of this research study are an in-depth analysis of a group of world history teachers at a suburban high school in the Southeastern United States. Multiple forms of data collection, such as surveys, interviews, and analysis of teacher lesson samples were employed over the course of this qualitative case study. The case identified is a group of world history teachers at a local high school. The instrumental case present is the analysis of how teachers' attitudes, perceptions, and practices regarding historical thinking, developed through their unique pre-service education as well as professional experiences, influence their pedagogical decisions and techniques. Also present is how professional development and the staff's perception of these workshops and initiatives contribute to their understanding of the use of historical literacy techniques.

Phenomenology. The phenomenological research tradition creates meaning out of individuals' lived experiences of a particular concept or phenomenon (Creswell, 2013). To classify these acts, a researcher must apply the concept of intentionality, or the fundamental classification of conscious acts and mental practices (Moustakas, 1994). Phenomenological knowledge "reforms understanding and leads to more thoughtful action through constructionism" (Flood, 2010). It shows how something is in the world, and is a pursuit of the essential nature of lived experience (Magrini, 2012), which lends itself to social constructivism. To fully understand the phenomenon that is the development of social constructivism, of which historical thinking and literacy is a part, the researcher must be a true listener (Van Manen, 1990). This allows the complete experience of the research participants to be gleaned and processed before personal reflection on the phenomenon observed can take place. The researcher should therefore understand what is meant in the description of the phenomenon under investigation (Dowling, 2007).

The research tradition of phenomenology, in a Husserlian viewpoint, is the study of things as they appear in order to draw essential understanding of human experience (Dowling, 2007). Phenomenological reduction involves understanding a phenomenon sans cultural context, without the context clouding the immediacy of the phenomenon. To properly describe lived experiences, they must be described before they have been analyzed or reflected on; the researcher should limit their exposure to knowledge of that cultural phenomenon before analysis of it occurs. This epoche, or the refraining from judgment (Moustakas, 1994), is best achieved by bracketing preconceived notions of the phenomenon. Researchers should be aware of biases and must manage preconceptions.

The reader must meet the phenomenon as research participants describe it without the researcher's notions clouding the reduction. The researcher must be unprejudiced; the phenomenon is presented without prejudice so it can be understood (Dowling, 2007).

Martin Heidegger disagreed with Husserl's emphasis on description of phenomenon being superior over the description of understanding; he encourages the use of hermeneutics to examine and interpret lived experience. According to Heidegger, existence is pure consciousness and focuses on one's presence in the world (Polkinghorne, 1983). This examination of the nature of pure consciousness is the examination of Being, or "Being-in-the-world," which is the examination of existence and involvement of individuals in the world (Van Manen, 1990). The full understanding of this is a hermeneutic circle, or the reciprocity between pre-understanding and understanding, which demonstrates that understanding is influenced by lived experiences, and lived experiences are influenced by understanding (Flood, 2010).

Bracketing does not necessarily fit within hermeneutics, as the researcher is an active part of their own research outcomes. Their interpretation of participants' discussion of phenomena is guided by the researcher's previous knowledge and understanding (Tuohy, Cooney, Dowling, Murphy, & Sixsmith, 2013). However, a modified form of bracketing may be used in interpretive phenomenology as a means of recognizing what a researcher knows based on previous understandings and experience (Finlay, 2008). This recognition allows for deeper pre-reflective understanding of the accounts of the research participants.

The intentionality of consciousness in this case is directed toward the object of history; the phenomenon is how the teachers view and construct historical meaning and

how they communicate these techniques to the students. The hermeneutic circle cycles between an idea of understanding of historical meaning, the examination of that understanding historical meaning, and returns back to a deeper and more reflective understanding of historical meaning. It is a reflective process for both researcher and participant. The participant has their individual life experiences of what it means to teach historical literacy and thinking. These life experiences have been created through the participants' educational background, staff development, personal experiences in history classrooms, personal interaction with historical thought, and teaching practice. The interpretation of these understandings is a reflection of who the participant is as a history teacher; the realities of their world (the classroom) are influenced by the overall world that they experience. It is difficult to separate the teacher participant from their lived experiences; these experiences are linked with their educational, social, political, and work contexts (Leonard, 1989).

For a researcher who is also a history teacher, it is potentially difficult to separate the researcher from their lived experiences. This creates difficulty in following Husserl's method of phenomenological reduction. The researcher cannot actively separate themselves from their lived experience. Therefore, the researcher must apply Heidegger's use of hermeneutics to themselves as well as to the participants in the study. The researcher's presence in their world necessitates their examination of their own consciousness and experiences. Reflecting on these allows the researcher's experience to stand apart from the subjects, while also allowing for the possibility that the experiences may influence the researcher's interpretation of the phenomenon being observed. It is impossible to rid the mind of understandings; it is these understandings that created the

desire to research a topic in the first place (Koch, 1995). The researcher's background therefore may prove useful in interpreting phenomena.

The researcher must consciously work to set aside pre-conceptions during the process of obtaining descriptions of phenomena through careful self-reflection and reflexive reading of personal accounts and journaling. This bracketing allows the researcher to be open to the descriptions obtained; the researcher's task is to analyze the descriptions as they are given to them. The pre-conceptions may factor into this analysis, but it is imperative that they do not factor into the process of obtaining descriptions from the research participants (Flood, 2010). These descriptions are obtained from the participants via interview, and the meaning of these descriptions is deciphered through interaction between the researcher and researched. This necessitates that the interview is open-ended and allows the participant an opportunity for reflection during the interview. It should also afford the researcher an opportunity for reflection following the interview (Wimpenny and Gass, 2000).

In this examination of how teachers view and use their interpretations of historical thinking to instruct students in historical literacy skills, it will be necessary to approach the participants' experiences through a hermeneutic lens. This is due to the background of the researcher as an active world history teacher in a secondary school setting, as well as the extensive research and training in the areas of historical thinking and literacy. The researcher will consistently reflect upon their own experiences as a secondary history teacher through active journaling while attempting to set aside pre-conceived ideas of what "good historical literacy pedagogy" is during the obtaining of accounts of phenomena by her research participants.

Within the researcher's own practice, she stresses that history is an investigation, that the historical information that the students encounter comes from once living (or still living) people, and that the very nature of history lends itself to interpretation. Constantly stressed to the researcher's students is the concept of interpretation as a key component of understanding the field of history and the material encountered. The more frequently this is stressed, the more it appears that students are capable of understanding concepts of cause and effect, individual point of view, and varying interpretations of history. My own practice and position on the phenomena of historical literacy has informed my research, and will be incorporated as a mini-case to be analyzed side by side with the other teachers' practice and positions on historical literacy and thinking skills.

Positionality. The position of a researcher may not necessarily be embodied in the person; attributes such as race, age, physical disability, and gender are not necessary for a researcher to develop positionality (Glesne, 2010). Positionality includes personal aspects such as socioeconomic status, educational level, and – specific to this study – career and work experience. As a world history teacher since 2004 and a doctoral student, it would be disingenuous of me to claim that I have no position in this study, despite any attempts to distance myself from it to lend to the objectivity of my work. I have, through education and personal practice, developed a viewpoint favorable to primary resource use in the classroom. I have also developed the position that world history, as a subject area, is often overlooked by schools and students in favor of the perceived importance of United States history.

I realize that my subjective positionality (Sunstein & Chiseri-Strater, 2012) may have influenced the questions that I ask the participants as well as their responses during

the interviews. It is known that I advocate for primary resource document use. There is a possibility that, knowing what my research involves and knowing my stance on the usage of primary resource documents, that participants may attempt to answer interview questions in a way that they have determined that I expect or “want,” meaning pro-document use. I also realize that my positionality may make impartiality difficult in my reflection and analysis of participant responses, but I believe that the recognition of my positionality during the research process, as well as an obvious attitude of openness and dialogue with the study participants, has mitigated this and will allow myself to maintain my phenomenological hermeneutic underpinnings (Glesne, 2010). My attention will be directed past my subjective self; rather it will be focused on the participants and both my engagement with, and representation of them (Madison, 2012). This requires constant evaluation of my positionality, its effect on the participants, and the impact that it has on the study as well as on my fieldwork and its interpretation (Glesne, 2010).

Goals of the Study and Research Questions

Goals of the study. Primary resource documents are used as a method of adding analysis activities to history classrooms. Unfortunately, often teacher led analysis activities become focused on the analysis of dates and names (Seixas & Ercikan, 2011). Some teachers believe that by drilling students on facts and dates they are encouraging historical understanding; others realize that deeper analysis is needed but are unsure how to go about doing so. This study investigates if pre-service training may play a role in this disparity in technique. Some teachers who are certified through their master’s degree and who teach world history have undergraduate degrees in fields other than education, potentially causing a gap in how to approach historical thinking methodology. A reliance

on textbooks has encouraged students to view secondary resources as gospel and a lack of understanding of the material by the teachers has created a reliance on textbooks. This has hindered teachers' ability to encourage young students to analyze historical documents (Wineburg, 1991b). Due to the teacher's insecurities in their own understanding of the material outside of the textbook format, they may feel doubtful that the student will be able to complete in-depth analysis of the primary resources. Comprehension and meaning-making are facilitated by familiarity with the source documents, both on the teachers' part and on the students'. It is difficult for the teachers to communicate the importance of familiarity with types of primary resource documents and reading strategies if they themselves are unfamiliar with them (Reisman, 2012b).

High school social studies teachers, including world history teachers, have a variety of pre-service educational backgrounds to draw on. Not all of these backgrounds are specifically in secondary social studies education. Some teachers, such as one of the participants in this case study, have bachelors and masters degrees in history. These degrees emphasize the study of the process of construction of history, especially historiography, but they do not have the pedagogical focus on historical thinking and learning instruction that a social studies education degree program may have. Additionally, certification through a masters of arts in teaching degree may be used to augment a bachelor's degree that may be in a related field. For example, a teacher may have an undergraduate degree and background in political science; a MAT would allow that teacher to become certified in teaching high school social studies courses. Teachers certified in this method may have had minimal exposure to historical thinking methodology and pedagogy if their undergraduate degree was in a social science field

unrelated to history. This creates a gap in their experience and knowledge regarding how to utilize primary resource document based lessons. This issue may be especially true in situations where in-field classroom training experience is sparse, or if they are placed with a mentor teacher who does not utilize primary resource document analysis in the classroom. Placement with a teacher uncertain or untrained in primary resource document analysis may also create a knowledge gap. This gap, after certification, is best filled by effective staff development courses that utilize primary resource document training; the type of document analysis that teachers feel necessary to fill this gap is dictated by their pre-service experiences. By interviewing the participants and analyzing their responses through thematic coding, a goal is to determine commonalities and differences in pedagogical approaches to teaching historical literacy between participants of differing pre-service backgrounds. Through comparing pre-service backgrounds with the participants reflections on professional development, a relationship between skills taught or not taught in pre-service teaching and their ruminations on staff development potentially arises.

Teachers who both do and do not have secondary social studies training may find increased comfort with primary resource document based lessons through appropriate and effective professional development. Many history teachers have difficulty choosing primary resource documents to analyze, hindering the development of student critical thinking skills that may be gained through analysis (Patterson et al., 2012). Still others do not feel that primary source document analysis is developmentally appropriate for students in secondary schools. Professional development may change teachers' attitudes toward primary resource documents from the perception that they are supplemental to the

perception that they are essential. If given the opportunity to work with those in the history field, teachers can gain a greater understanding of what “doing history” is, and they are more likely to develop instructional strategies to apply new historical thinking in their classrooms (Ragland, 2015). This new historical understanding is one of “doing history” through work with primary resource documents to discover historical subjectivity. This leads to higher order thinking and more challenging and engaging student work, and it limits the teacher perception of history as only a content-based subject (Patterson et al., 2012).

While helpful in training teachers to be active participants in “doing history,” some professional development programs may be too broad and not sufficiently subject specific, and try to include too much information into brief workshops (Ragland, 2015). Teachers’ views of professional development workshops that they have attended in the past may have an impact on how they view the instruction of historical literacy, and it may have an impact on how teachers view the phenomena of historical thinking in themselves and in their students. The comprehension process in historical literacy is aided by recognition and familiarity of the documents and their relation to the topic at hand. Discussion of these documents should be complicated and intertextual, which is difficult to facilitate if the teacher does not have the background necessary in “doing history” (Reisman, 2012b).

Primary document investigations are an integral part of a world history classroom. The teacher is expected to model the steps of analysis and investigation, while the students are responsible for piecing the evidence together into historical stories. The focus on knowing and memorizing historical facts impacts how teachers introduce

primary resource document analysis to their students; it may result in a focus on picking out the high points in information. Using background information along with facts, interpretations, and critical thinking skills leads to the creation of narratives (Ragland, 2015; Wineburg, 1991a). The motivation behind this study is to investigate if world history teachers at a suburban high school in the Southeastern United States are themselves creating narratives from history and encouraging students to use applicable skills to do the same. The teachers' experiences of the phenomena of historical literacy and thinking, as well as their viewpoints regarding the effectiveness of document based questions, primary document based lessons, and students' ability to understand and analyze those documents, are key components of research into teacher presentation of primary resource document centered activities to their classes. By completing this research, the researcher hopes to discover if teachers are using primary documents as part of rich lessons, or if the teachers involved in this case study only have a superficial awareness of using document based lessons.

Research questions. While conducting research and informally speaking with teachers, I mentally took notes on recurring themes. How comfortable did they feel tackling primary resource document based lessons? What planning went into them? How did they react when the three letters D, B, and Q were mentioned in conversation?

What caused their discomfort with introducing primary resource documents into the discussion? What allowed some of my coworkers to discuss the topic with ease? The research I have read hinted at a lack of comfort in teachers who participated in other studies, but one that was overcome with effective and immersive staff development opportunities. An intent of this research is to explore if teachers believed that they had

been effectively trained to incorporate historical literacy and thinking based lessons into their traditional plans. If they believed that they had been trained effectively, what aspects of that training they found effective can be seized upon and encouraged? If, however, the teachers questioned the effectiveness of the training, and if that perception contributed to a hesitance to use primary resource document based activities, what could be done to remedy this problem?

The overarching research question in this study is:

R1: How do individual teachers' attitudes and perceptions of primary resource document teaching methods impact their use of them in their instructional practices, and how are their attitudes and perceptions shaped?

The following sub-questions contribute to the phenomenological nature of this study:

R1a. How do teachers understand and experience the concepts of historical thinking and literacy?

R1b. What do the participants view as challenges to teaching historical literacy? Do they feel that there is support in meeting these challenges?

R1c. How do teachers apply new historical literacy theories to assess learning outcomes in their classrooms?

R1d. What are teachers' perceptions of primary resource document activities and document based questions as pedagogical and curricular tools?

R1e. What are teachers' perspectives on materials that they have available to them for classroom use, specifically their appropriateness for student ability levels?

R1f. Does the available professional development (or lack thereof) contribute to their use of primary resource document activities in the classroom?

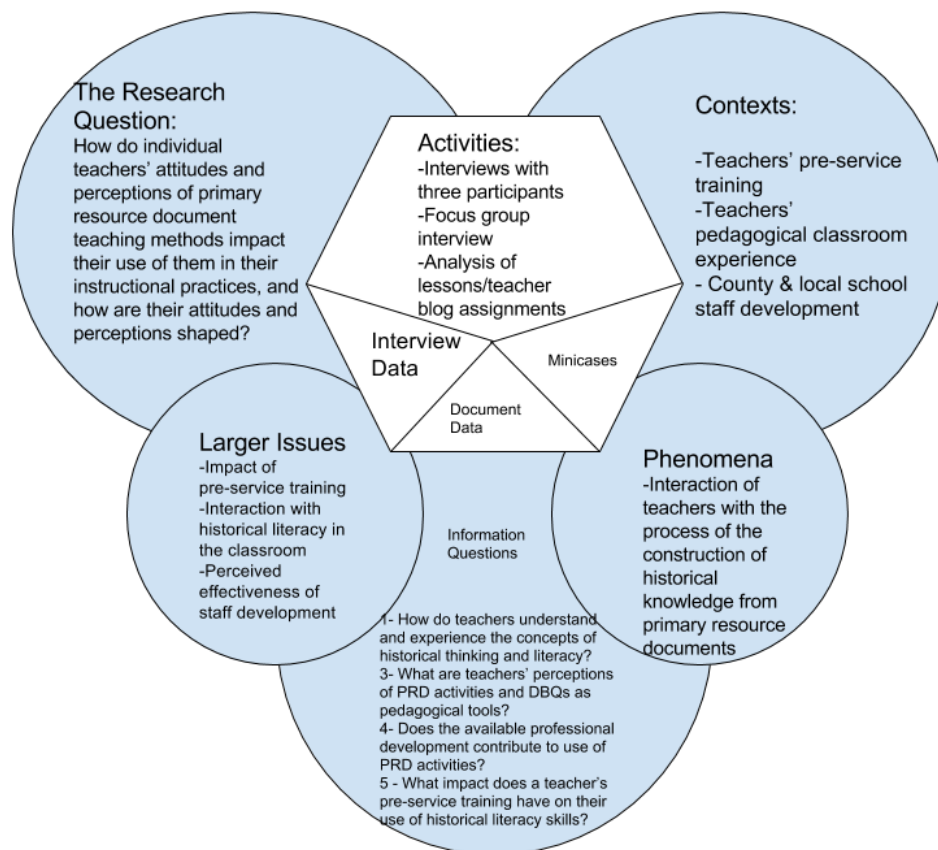
R1g. What impact does a teacher's pre-service training have on their use of historical literacy skills?

R1h. How do the participants understand the application of historical thinking and literacy skills in the classroom, and how do pre-service learning, staff development, and classroom experience develop these?

This research question and the sub-questions were developed through classroom observations and discussions with world history teachers in regard to the use of document based questions in their classroom. Each teacher spoken to by the researcher has a varied approach and attitude to DBQs and students' historical thinking skills. During personal practice, the researcher has seen historical thinking and literacy skills develop during the use of document based questions and primary resource analysis activities; how this phenomenon is encouraged, if at all, by other world history teachers is of utmost interest to the researcher.

Robert Stake's graphic form for designing a qualitative study (Stake, 2010) was adapted for planning purposes to aid in my development of the research questions and guiding principles of this study.

Figure 3:1: Design of the Qualitative Study



Context of the Study

Location. The case study has been conducted in a metropolitan school district located in the Southeastern United States. World history teachers at one of the district's high schools have been interviewed and observed. These teachers are teachers of AP world history, honors world history, and on-level world history. This ensures a variety of responses to the interview questions, and a variety of observational settings.

The demographics of the school at which research was conducted are majority minority (70% minority). 41% of students are African-American, 30% are white, 16% of students are Hispanic, and 10% are Asian. 46% of students are economically

disadvantaged as noted by participation in the free and reduced lunch program. Total enrollment at the school is nearly 2100 students.

Teachers are responsible for a varying number of world history students per class. Some world history teachers may teach other subjects such as world geography, which leads them to have fewer world history students on their overall rosters. Other classes, such as honors and Advanced Placement, may be smaller. The student ability levels in the on-level and honors classes may potentially vary widely, leading to differentiation and different strategies being used by the teachers to facilitate primary resource document analysis. This differentiation may influence how teachers approach instruction of document analysis in their classes as a whole.

Participants. Participants in this study are three teachers at a metro Atlanta suburban high school. The teachers are all world history teachers. Teaching this particular history course requires an ability to understand and synthesize continuity and change across multiple civilizations and time periods. The teachers teach honors, on-level, and Advanced Placement world history courses. Their teaching experiences range from being a third-year teacher to fifteen years' teaching experience. They all hold master's degrees in either history or social science education.

Purposive sampling (Palya, 2008) was utilized to gain participants in this research study. Sampling choices in purposive sampling are tied to the researcher's choices; in this case, it is tied to the available sample of potential participants who teach world history at the local metro Atlanta high school where the research takes place. Typical case sampling, a type of purposive sampling, is appropriate here as the research is not focused on an exemplary group (AP World History teachers or teachers with consistently high

test scores) but rather a typical group of representative high school world history teachers.

Table 3.2: Table of Participants

Name	Years Teaching	Years Teaching World History	Self-Reported Level of Confidence in Historical Thinking/Literacy	Level of World History Taught
Catherine	10	4	Confident	On-Level
George	3	3	Pretty Confident	Team-Taught
Tom	15	4	Medium Confidence	Honors/AP

Recruitment of teacher participants was completed via an e-mail questionnaire; consent to participate was initially granted via e-mail, and then followed up with a signature on a consent to participate form (see Appendix A). The informed consent form explains the purpose and procedures of the research, risks and benefits, a reiteration that participation in the research is voluntary, a notification of the subject's right to end participation at any time, and procedures that are in place to protect confidentiality (Groenewald, 2004).

The researcher selected the sample of participants based on her judgment and the purpose of her research, as well as the participants' experience with the phenomena of historical thinking and literacy in a world history classroom (Groenewald, 2004). The rationale for this purposeful sampling (Palya, 2008) of world history teachers is one of variety in backgrounds, experiences, and philosophies. Each participant brings a unique worldview and philosophy to the discussion and analysis of historical thinking and

literacy. This creates discussion, comparison, and analysis of multiple paths to exploring the topic at hand.

Data Collection

Participant survey/free response. Consent to participate included participation in the completion of a Google Form questionnaire regarding teaching practices, attitudes, pedagogical philosophies, and reflection on practice. The questionnaire also includes reflection on use of primary resource documents (see *Appendix B: Teacher Response Survey Questions*).

Participant interviews. Participants were interviewed at times convenient to them twice, once near the beginning of the research, and once near the end of the research process. These dual interviews allow for any changes that may take place in how the participant views historical thinking or literacy, if any reflexive changes in perception occur after incorporation of primary resource document activities. The interviews are semi-structured, with questions “directed to the participants’ experiences, feelings, beliefs, and convictions about the theme in question,” (Welman & Kruger, 1999, as quoted in Groenewald, 2004) in this case, historical thinking and literacy in a world history classroom. Questions have been included in *Appendix C, Interview Questions*. Some questions were dropped or others added depending on the direction of each interview to best facilitate the participant’s reflexivity of the phenomenon of historical thinking and its instruction.

The lived experience of research participants, in the classroom and with professional development and previous knowledge of historical literacy, shapes the interview as it progresses. Researcher and interviewee were active participants in the

interviews, which encouraged a hermeneutic circle, or an expanding circle of ideas regarding a phenomenon encouraged by the reciprocal process of questioning and dialogue (Tuohy et al., 2013). This method encourages a mutual construction of reality as well as reflexivity, dialogue, and openness. Meaning derived from these interviews, therefore, will be a co-creation between the researcher and the participants (Wimpenny & Gass, 2000).

Focus group. There was one focus group meeting with the three participants during the course of the research. The intent of a focus group is to provide a semi-structured to unstructured group interview where the ideas and perspectives of the participants in the study can grow and bounce off of each other. A conversation on the topic of staff development and historical literacy training and techniques benefited from group feedback through the creation of an opportunity for dialogue between the participants. Growth of dialogue leads to a growth of ideas, and the freedom to share opinions, perceptions and attitudes (Glesne, 2010), especially in a relaxed and collaborative environment.

Artifact collection. Participants were asked to submit lesson plans, class blogs and related materials to the researcher. These lesson plans, blogs, and materials will pertain specifically to any primary resource document or DBQ activity in the teacher's classroom; the teacher was asked to write a brief reflection on the activity if it is one that has already been completed for the year. Teachers were asked during the interview process to reflect on their perception of the activity's effectiveness, student participation, and overall usefulness in building historical literacy skills in the students. These plans and materials were read over by the researcher and they were reflected upon based upon

the research noted in the literature review. The researcher evaluated the effectiveness of the plans based upon samples of effective lesson planning detailed in her research conducted on historical literacy skills. This facilitates the researcher's evaluation as to if what the teacher thinks that they do and what they do in the classroom are similar or divergent.

Data Analysis

Coding strategies. The hermeneutic circle was utilized during the data analysis process. Data analysis utilized three steps (Flood, 2010):

- a) naïve reading: interview transcripts and reflective writing will be read multiple times in order to allow the researcher to grasp meanings from an open mindset
- b) structural analysis: themes conveying the essential meanings of the phenomena being researched will be identified and categorized into themes and sub-themes which will also be reflected upon
- c) comprehensive understanding: themes will be summarized and reflected on as they relate to the research question. This is followed by a re-reading of interview and reflective text to deepen the understanding of it.

Teacher survey responses, lesson plans/materials, and interview transcripts were coded through the use of ATLAS/.ti coding software (ATLAS/ti. Version 7.0. 1999) to facilitate ease of organization by themes. Coding was initially completed by document type to examine common themes specific to the type of data at hand (survey responses, artifacts, reflections, and teacher interviews). Attention was given to mentions of evidence of references to historical literacy or thinking skills, such as analysis of point of view, source analysis, change and continuity over time, synthesis of primary resource

documents and background materials, age appropriateness of the lessons, and student skill abilities. Teacher survey responses are initially coded for teacher definitions of and opinions regarding historical thinking and the teaching of that skill, teacher self-reported strategies to encourage historical thought, and teacher confidence in student experience with historical thinking.

Axial coding was used to facilitate the observation of relationships between determined codes. Axial coding entails the reconstruction of and generation of new connections after open coding is completed. Codes were drawn from connections between observed categories (Kendall J, 1999), to be determined after the data is collected and transcribed. The codes were elaborated upon with comments, questions, and reflections from the researcher. The codes then were re-read by category to determine commonalities and differences between the information and to further examine for themes which indicate historical thinking on the part of the student and relationships between the teachers' perceptions of student historical thinking abilities and the teachers' instructional methods.

Trustworthiness and Credibility

Trustworthiness. Four criteria for considering the trustworthiness of research were developed by Guba (1981): credibility, transferability, dependability, and triangulation.

Credibility, or how congruent the findings of the study are with reality (Shenton, 2004), will be established through the use of three different, well-established research methods (survey, auto-ethnographic reflection, and interview) carried out with multiple informants in differing research environments (classrooms). This also strengthens the

study's dependability. As Lincoln and Guba (1985) stressed, a demonstration of credibility aids in ensuring dependability, especially through the use of overlapping methods such as the interview and focus group (Shenton, 2004). Research on historical thinking skills, historical literacy, professional development in the field of document based questions and primary resource documents, and pedagogical techniques in history instruction was carried out, and were used to frame the research to ensure that a phenomena was in fact being researched; the research was also used as a reference point for the findings of the research and study.

The researcher's background and qualifications as a history teacher lends credibility by ensuring that the investigator into this phenomenological case study is one with sufficient experience and understanding in the field of historical literacy.

Transferability of the case study is due to the fact that the researcher worked with a sample of world history teachers that are reflective of a typical selection of world history teachers available at any high school. This reasonable expectation should allow the concept of transferability to other circumstances to not be rejected (Stake, 1995). However, the results of the study should be primarily understood within the context of the school in which the fieldwork was carried, and the county in which that school exists.

Triangulation, which compensates for individual methods' shortcomings when those methods are used in concert (Shenton, 2004), was carried out through comparison of coded data between three differing research methods: survey, interview, and analysis of artifacts. The artifacts analyzed consisted of teacher blog posts and contributed lessons that incorporate historical thinking and literacy skills via the use of primary resource documents. Codes from the credits of each of these methodologies were compared to

each other for commonalities and themes. These themes were constantly reflected upon by the researcher as part of a hermeneutic circle of analysis and reflexivity.

Ethical principles. All data and interview notes have been stored in a locked file cabinet and were accessed by only the researcher. Survey responses were saved in a Google Drive folder that is accessible only through a Google log-in; only the researcher was allowed access. Interview transcripts and all coding was stored on a MacBook computer that is password protected. Again, only the researcher had access to the data gathered during the course of the study.

In addition to security measures to ensure confidentiality of the research, participants in this study were required to sign informed consent forms that allow for completely voluntary participation in the research. They were notified that they were allowed to discontinue participation at any time during the study, at which point all data gathered from interviews and focus groups would have been deleted and/or destroyed. No identifying information was used in the research findings; neither the school nor the individual teachers were named and pseudonyms will be used for each. In addition, the administration of the school or the county were not informed of anything that the research participants may say or do in the course of the research unless it is necessitated by the researcher's professional role as a mandated reporter.

No monetary remuneration was given for participation in this research, and the researcher gave no professional considerations other than gratitude.

No field research was carried out unless IRB approval had been granted by Kennesaw State University, and similarly, no field research will be carried out unless the local county school district approves the research.

There was no situation that the participants were asked to be in that caused physical or mental harm, nor were there any professional ramifications for refusal to participate or requesting to no longer be a participant. The researcher ensured that by participating in the research study, the participants' professional considerations and duties were not imposed upon. Likewise, this was true for personal time considerations.

CHAPTER FOUR - FINDINGS

Introduction

Through entering the research process with a constructivist worldview, the goal of this study is to better understand how participants in this case study would develop their ideas of historical literacy. Are their perspectives shaped by previous educational experience, current teaching experience, the experience encouraged by the district in which these teachers teach, or a combination of all of these factors? By understanding how these teachers have created their meaning of historical literacy and by speaking to them regarding their pedagogy and implementation of historical literacy, a rounded picture appeared of the challenges of using pedagogical techniques in a classroom.

The focus of this study, and what these findings aid in illustrating, is that teachers' perspectives on historical thinking skills are formed by how their pre-service educational experiences interact with current classroom climates and the expectations conveyed by state and county vis a vis available staff development. The availability of world history specific staff development opportunities for teachers would help hone skills that were developed in pre-service education, or for some teachers, would help develop skills that they may have minimal experience with to begin with. By developing their own historical thinking and literacy skills, the teacher participants in this study convey that they would feel more comfortable in teaching those same phenomena to their students in more effective ways. However, the teacher participants in this study offer perspectives that are at times frustrated with the available options. While some participants are optimistic that their students can develop skills that aid in the process of analyzing historic documents, others are less sure; teachers from both perspectives desire a stronger background in historical thinking skill sets.

Through reflective analysis of participant interviews, I have given the participants in this case study the opportunity to voice their perspectives on how their interpretations of the phenomena of historical thinking and literacy was developed, how they utilize that understanding in the classroom, and how they feel that their students can best approach a growing understanding of it. These perspectives are valuable, as the perspectives of world history teachers may not be focused upon in favor of the field of American history. Historians and teachers both have pushed for a “more diverse conception of world history” (Marino, 2011). Through voicing their experiences of the development of historical understanding specific to world history teachers and their views on the support that they require while imparting these skills to their students, these teachers are allowing for a more diverse conception of what it means to teach history in a broad and often challenging field. Effective world history instruction creates a new conception of the interconnectivity of historical understandings that challenges the concentrated instruction in the field that is common among many pre-service teachers (Marino, 2011). By recognizing the challenges and benefits in teaching world history, these teachers and this dissertation may bring a new conception of interconnectivity between historical thinking and the process of historical understanding in not just a world history classroom, but as part of the process of developing historical thinkers across multiple concentrations of the discipline of history.

Using van Drie and van Boxtel’s theoretical framework of historical thinking (2008) to guide my research, I was able to understand the interview participants’ personal evolution of historical thought from pre-service learning to classroom execution. The “effects of different learning and training tools” (van Drie & van Boxtel, 2008) were

present in the participants' interview responses and were summarized through in-class activities and teacher blog assignments. These assignments demonstrate the degree to which teachers apply historical thinking skills and activities within their classrooms and utilize lessons that contain key components of historical thinking: asking historical questions, using sources, contextualization, argumentation, using substantive concepts, and using meta-concepts. Both the teachers and students in a history classroom must construct historical meaning. The construction of this phenomena by the teachers through pre-service education, staff development, and teaching experience is the crux of the interview process; the examination of their lessons allows further examination of how teachers are using pedagogically appropriate techniques in their classrooms that correlate with how they understand the phenomena of historical literacy and thinking.

There is a demonstration of inconsistency between the implicit understanding that historical literacy and interpretation are necessary and the explicit actions of the teachers as demonstrated by work samples and student assignments. The meaning that has been created (Crotty, 1998) by this situation is a realization of the importance of primary resource documents yet a near-resignation to the futility of fully incorporating them in an effective and direct manner. The limitations faced by the teachers in this case study are reflected in the frustration felt at the lack of available resources and staff development for history teachers. The curriculum is broad and time is short, according to the participants, and these two factors combine to reinforce the notion that support is needed from the county level to better integrate document analysis into the curriculum.

The categorization of the findings in this chapter, as well as the data analysis, are guided specifically by Lincoln and Guba's (1985) five dimensions of authenticity as

previously discussed in chapter three. Fairness, or the assessment of a range of all possible viewpoints, has been taken into consideration. The three teachers interviewed, as well as the researcher herself, represent all levels of world history instruction: team-taught, on-level, honors, and Advanced Placement. This ensures that perspectives and strategies, as well as inherent challenges, relating to teaching a wide variety of learners are represented.

The participants' answers and discussion demonstrate awareness of the complexities and challenges of their classrooms and pedagogical decisions appropriate for their students reflect ontological authenticity. Educative authenticity, or awareness of viewpoints of others, is demonstrated through the focus group process, in which the participants discuss the difficulties in determining proper resources to use with their students. The participants utilize differing techniques that address developing effective primary resource document lessons and incorporating them into the curriculum. The participants also discuss challenges inherent with the availability of world history specific resources and how these challenges impact teachers across varying instructional levels. Every thought is reflective of a larger concept; every judgment has at its basis the acceptance or rejection of a broader idea (Crotty, 1996).

The participants, specifically Catherine and George, demonstrate both catalytic and tactical authenticities through a movement toward change and empowerment. Catherine directly demands a change in how world history resources are determined and distributed by the county. She also posits ideas to execute that change that incorporate the county's world history teachers as a collective group, encouraging them to be part of the change that they seek. George considers ways for the local world history cohort to

develop and integrate primary resource documents and document based questions autonomously from county directives, as he feels that the county directives are both lacking in material and lacking in practicality in a school with a four by four block schedule. The desire for a shift in power (Shannon & Hambacher, 2014) to the teachers away from the county level directives is palpable, and the potential for local action is strong.

The development of historical narrative in the classroom is influenced by teachers' perspectives on the importance of the use of primary resource documents in the classroom. The development of this perspective through educational background, particularly pre-service teacher education, staff development, and integration in the curriculum is investigated through the following research questions, each of which guided the interview and introspection process shown in this chapter:

- 1) How do teachers understand and experience the concepts of historical thinking and literacy?
- 2) What do the participants view as challenges to teaching historical literacy? Do they feel that there is support in meeting these challenges?
- 3) How do teachers develop and apply new historical literacy theories to assess learning outcomes in their classrooms?
- 4) What are teachers' perceptions of primary resource document activities and document based questions as pedagogical and curricular tools?
- 5) What do teachers view as benefits and challenges in using primary resource documents?

- 6) What are teachers' perspectives on materials that they have available to them for classroom use, specifically their appropriateness for student ability levels?
- 7) Do teachers believe that available professional development (or lack thereof) contributes to their use of primary resource document activities in the classroom?
- 8) How do the participants understand the application of historical thinking and literacy skills in the classroom, and how do pre-service learning, staff development, and classroom experience develop these?

The challenges and successes faced by the study participants became clear to me during the interview process, and were made even clearer through coding and analysis of their interview statements. By parsing through the coding, I was able to surmise commonalities between the participants' responses regarding student use of primary resource document and other historical literacy tasks, the difficulties and challenges in using these tasks in the classroom, and their perceptions on what could be considered useful staff development to further develop student and teacher historical literacy skills. Their pre-service teaching experience was a factor in determining how they approached the use of primary resource documents in class, and the classwork and assignments given to the students were a reflection of a combination of the concerns and beliefs gained during pre-service training and shaped by classroom experience.

The participants' responses, for the purpose of this study, were initially analyzed on a case-by-case basis to begin the process of the development of themes within the interviews. The responses were then analyzed through a cross-case analysis to determine common themes that occurred across each participant's perspectives. The responses are

then organized and categorized around these major themes further developed and clarified through coding using Atlas .TI software. These themes were organized using a graphic organizer to determine relationships between codes, as well as a hierarchy of major themes and their underlying components (see *Appendix E*). The major organizing themes of the findings culled from the participant interviews are as follows:

T1. Teachers' pre-service backgrounds and its relationship to the use of primary resource documents in instruction

T2. Perceived benefits and challenges in using primary resource documents in instruction, both in student and teacher application

T3. Participant reflection on available world history staff development & usefulness in encouraging effective primary resource document use

T4. Participant suggestions on effective world history staff development

T5. Participant execution of primary resource document usage and its reflection of pre-service background, attitudes, and available staff development

The interview excerpts contained within have been edited for clarity.

Participant Background

The three participants in the study have varying lengths of experience in teaching and in teaching world history. Their undergraduate education backgrounds range from social science education (Catherine), history (Tom), and political science (George). All three participants in the interviews and focus group hold a masters degree in education.

Table 4.1: Table of Participants

Name	Years teaching	Years teaching world history	Level of confidence in historical thinking/literacy	Level of world history taught
Catherine	10	4	Confident	On-Level
George	3	3	Pretty Confident	Team-Taught
Tom	15	4	Medium Confidence	Honors/AP

The emphases in their programs of study are varied, especially concerning the use of primary resource documents. The participants conveyed differences in their training as influential in incorporating primary resources and DBQ into the curriculum, as well as differences in the use of documents as a tool for the participants' own education.

Catherine, as a major in social science education, had the strongest background in the use of primary resource documents. This background will be visible in her responses to interview questions regarding the use of primary resource documents and DBQs, as well as in her emphasis in increasing the resources available to world history students and teachers.

Interviewer: How did you develop your own personal historical literacy skills?

Did you have to do anything in your education program with these primary resource documents that you use, or did you... learn [this methodology] on your own?

Catherine: I've taken many courses at [a local university for pre-service education] with a focus on primary documents, especially the analysis of these documents...

When I went to [a local university], I got at that time my primary source document courses. I mean, everything. All the classes that we took required it. Of course, who comes in my mind almost immediately is [a particular professor] whom I loved and adore but his class is a lot of primary source research. And I value it now because it gave me a foothold in finding these sources when they're not always just readily available. How to look for book records, how to look at the local church records to find out information and people to count and then take that primary step and go forward. So definitely yes, reading primary resource documents, I think it's so vital. And you're right, there's a huge gap in world history. But in terms of my education, yes, absolutely 100% really all of my classes that was the core of our writing. We were required.

George, in contrast, was not exposed to working with primary resource documents in his political science undergraduate program. Instead he worked with a teacher during his student teaching experience that emphasized the use of primary resource documents. He learned through practice and application that dovetailed with his course load, which he said had "a focus on historical thinking and literacy."

Interviewer: With your own personal historical literacy skills how did you develop them? Did you just go do it on your own, or were you taught?

George: Some of it I was on my own and some of it, I guess the historical literacy, didn't really get emphasized to me until I was really in grad school. Getting my MAT, you have to take classes in other fields, other content areas other than whatever your bachelor is in, and mine is in political science and so in one of the history courses I took the first paper I had to write after reading around three

books. I turned it in and the professor the next class meeting says, “You’re a political science major aren’t you?” And she said “this isn’t a history paper. You need to rewrite this.”

George then explains how he developed historical literacy skills:

George: I had to learn from there what the literacy, was, what I was actually looking for, and what I should be reading for how to write a “history” paper after that.

Interviewer: As far as your education classes, did you do anything like DBQ or primary research document analysis?

George: Not a whole lot... No, no honestly no we didn’t. I learned more in my student teaching from my mentor teacher. She was really big on historical thinking, big on using primary sources, and big on DBQs. I think she did a DBQ per unit in her class which was really big and you know having the opportunity to kind of take that over from her and learn how that process worked. That’s I would say where I learned a lot of it.

In contrast to Catherine and George is Tom, who did not utilize primary resource document analysis until well into graduate school. His educational experience colors his perspective on student ability and his feelings regarding the appropriateness of primary resource documents for high school students.

Tom: Well, when I was in college, we had to do a lot of historiographies, where we looked at different interpretations of, of an event from different historians. So we learned how to, looked how they did it and went from there and realized there were lots of different viewpoints to any given event.

Interviewer: Was most of your exposure in the history classes and just not in, did you take any education classes or...

Tom: Both undergrad and masters.

Interviewer: Did you do any sort of DBQ work or were these classes just kind of -

Tom: No we didn't do a DBQ at all.

Interviewer: So none of your teacher education classes we like social studies related or...

Tom: I pretty much figured it out on my own.

Each interviewed participant has a distinct undergraduate and graduate experience working with historical literacy development, primary resource document analysis, and document based questions. Catherine had by far the most consistent guidance, with undergraduate experience specifically designed to encourage background knowledge in primary resource document analysis skills and techniques that she has carried with her into the classroom. George's background with a mentor teacher allowed for guidance in specific classroom applications. Tom's background was nearly entirely comprised of historiographical research and study, leading to his interpretation of the development of primary resource analysis as "the only way to really learn is to teach."

Participant background in relation to the use of primary resource documents. The conducted interviews and responses suggest that the teachers' belief systems were developed and solidified by their undergraduate and graduate backgrounds and experiences. These beliefs are demonstrated by the manner in which they instruct their students and approach their pedagogy (Pajares, 1992). These beliefs are informed

not by the latest research or staff development trends, but rather through personal experience and practice. A self-confirming bias may exist in which teachers continue to use techniques and strategies learned in their educational training regardless of if they are truly effective or not; these strategies' familiarity translates as successful pedagogy (Lucas, 2005). The participants' viewpoints toward historical literacy are reflections of their educational experience.

Tom, the AP World History teacher, reflects his background as a history major in his approach to pedagogy. He has a strong affinity for the use of historiography in his teaching methodology, incorporating perspectives of multiple historians into his lecture and student required readings. He believes that the focus on primary resource documents and historical literacy are asking students to get ahead of themselves, and that the students are being required to do analysis before they are given the context and background to make sense of it.

Interviewer: Do you think that it's important for a student to form some sort of connection [to the material]? It's hard to do with the textbooks, but with the primary resource documents and the material that you're teaching, do you think that the kids should have some sort of connection to the material? How do you try to form that student connection?

Tom: You know I think we've skipped a step. I think we need to look more towards historiography and see what, how historians have used different interpretations. I think we're asking kids to be historians way before they're ready to be historians. I think they need to understand that there're different interpretations to things but you need to see it from a historian first. They can put

it in context. I think that is a step from some reason we have jumped over. Why have historians... Why do we this if we're not going to take [historians'] viewpoints into consideration? I don't think [the students are] ready for it. I think they need to see the different interpretations before they even get into analysis of primary sources. I mean, to me, DBQ stuff is really truly stuff you shouldn't think about until your master's program.

Tom demonstrates a reluctance to assign primary resource analysis past what is required for Advanced Placement world history students. He relies on readings from historians and alternative and controversial documentaries to encourage student discussion on historical issues. Tom feels that this decision gives students time to debate and challenge interpretations of history while also allowing students to parse through alternative analysis. This philosophy may limit these Advanced Placement students' exposure to direct first-hand accounts of the historical events.

Catherine and George are open and enthusiastic with their use of primary resource document analysis in the classroom. Their backgrounds in the use of primary resource documents and DBQ have contributed to a high comfort level with using primary resource documents and in instructing students in historical thinking. George was extremely quick to offer suggestions as to how to make primary resource documents and DBQs more accessible for students with lower reading abilities. While teaching a team-taught inclusion class with a special education co-teacher present, George believes that document analysis is an important component of a world history classroom.

Interviewer: So do you think that primary document resource analysis is definitely necessary? That they're able to do it-

George: [interposing] 100 percent. 100 percent. I-I definitely think that to build a better understanding of the past you have to be able to see things from the perspective of those that lived the events and-and the best way to do that is to you know...look at their accounts of it...and-and really understand, get the full context of some of these documents.

George understands that context is necessary for depth of analysis, but that both the primary and the secondary historiographical resource can coexist and that students can benefit from a relationship between the two types of sources.

Interviewer: Do you think that the kids grasp the relevance of the documents over the material in the textbook?

George: I'm not a big fan of our textbook to begin with, but sometimes, I think that a lot of times I have to, if I'm doing the primary document analysis outside of a DBQ or something, I need to pair it with some secondary source or something to help them get the full context of it all. I found that in doing that, it seems to work a little better than just saying "here's this document, analyze it."

George's responses possibly indicate that he feels comfortable in incorporating Wineburg's concept of "textual animation," (2001) or the understanding of bias and author influence, while at the same time he introduces a secondary source for context and a safety net. Students are allowed to investigate the meaning of documents with the assistance of the teacher and reading-level appropriate context. This also gives the opportunity for students to challenge the text against primary resource documents, and vice versa. This encourages the students to compare perspectives and understand that bias is both inherent in the primary resource document as well as the secondary. Students

understand the active process of history construction via the analysis of primary resource documents or the completion of a document based question while still having the comfort of “constructed history” present (Wineburg, 1991a). It closes the deficit of history without interpretation (Cassedy et al., 2011) for the students as they have an opportunity for interpretation and analysis through reading the primary resource documents and working through discussions in a class discussion, project format, or with the textbook as reference.

Another focus of George’s, reflective of both his political science background and his experiences with primary resource documents, is the nature of the varying perspectives contained in document analysis. His hope is that by reading sources of varying or alternative perspectives, he can develop a conversation with his students regarding the documents and historical topics at hand.

George: I really try to get them to focus on specific things. The big thing for me is trying to give both sides of the story, and helping them to understand that the way that this event or this time period is being taught to you is from a certain perspective.

You know, if we looked it from a different perspective, it may seem like a very, very different time period or, I guess, a different mind-set toward it. But it is, you know, it’s all one sided and the big thing for me is trying to get the students to see both sides of the story.

Source analysis should complete a story built of differing viewpoints (Lee & Coughlin, 2011) while encouraging conversation and analysis of sourcing and what may lead to these differing viewpoints (Viator, 2012). By purposefully incorporating varying

viewpoints into his analysis, George is attempting to begin a conversation about complicated, multi-faceted historical topics through increased interest levels. This is not necessarily an easy task in a team-taught classroom where, as George said, some students were “on a second-grade reading level.”

Catherine left her bachelor’s degree program with an increased understanding of how primary resource documents can make an otherwise unrelatable topic very relatable. When asked how her educational background influenced her approach to primary resource documents, Catherine said:

A hundred percent. It influences the way you see history. When you’re reading the actual documentation in the first-hand account, it personalizes the history for you, at least it does for me. Having somebody who’s actually in the Civil War, writing about that experience from a personal perspective, I think that things like that helps engage kids in a way that you can’t get when you’re just reading a synopsis in a textbook.

This appreciation of history is something that Catherine wants to impart to her students:

That to me is a missing piece. That’s why I think a lot of kids, they don’t love history, and kids need to make connection with history. That’s the missing key.

Using Primary Resources in the Classroom: Teacher Perceptions of Both Benefits and Challenges

Benefits to primary resource document use. Indicative of varying backgrounds and attitudes toward historical thinking and primary resource document use, the teachers viewed varying benefits to their use. Tom teaches Advanced Placement and honors world

history courses, while George and Catherine both teach on-level and team taught world history classes. This difference in student ability levels lead to differing perspectives as to what constituted a benefit of their use. Benefits were demonstrated for both students and teachers, and what was perceived as a benefit for one was also related to a perceived benefit for the other.

One factor specifically cited by teachers as being a key benefit in using primary resource documents was the growth of historical literacy. This trend was bolstered through the creation of effective context and demonstrated in increased student engagement in the lessons.

Interviewer: Do you think that, as far as history teaching goes, that primary document resource analysis is definitely necessary? That they're able to do it-

George: [interposing] 100 percent. 100 percent. I definitely think that to build a better understanding of the past you have to be able to see things from the perspective of those that lived the events and-and the best way to do that is to look at their accounts of it, and really understand, get the full context of some of these documents.

George, who instructs team-taught classes, focuses on the creation and bolstering effects of context in historical thinking and student interest. A deeper connection to the past via a deeper understanding of those who participated in it is a key component of his classroom. He adds secondary resource documents – both the textbook and other documents – to bolster student understanding of the PRD, and in turn the contributions of the primary resource document strengthens the understanding of the secondary resource.

George: If I'm doing the primary document analysis outside of a DBQ or something I need to pair it with some secondary source or something to help them get the full context of it all. I found that in doing that, it seems to work a little better than just saying "here's this document, now analyze it."

Catherine has also seen her students making the connection between secondary and primary resources in her on-level and team taught classes:

Interviewer: Do you think that even the work that you've done in class with primary resources, do you think that it's improved? Their understanding or their -- what they're doing?

Catherine: Yes. I would definitely say yes. Any move forward is a move forward. It's as plain as it gets. Do I think that they've benefited from primary resources? Mostly yes. Exposure to it, even just exposure to the concept that you know, I shouldn't just take that synopsis from the text... there might be more to the story than just this paragraph. The Crusades are two paragraphs [in the textbook]. It's like, okay there might be more to those 400 years, but they're just some paragraphs. There's more here and then understanding all the dynamics around it.

The intertwining of text and primary resource documents leads to a break in the assumption that the textbook is the definitive resource (Wineburg, 1991b). Students have a tendency to approach primary resource documents as decontextualized and separate from the events in the textbook (VanSledright, 2010); by integrating the primary resource documents into the discussion in the textbook, it brings context to the first-hand accounts, which in turn incorporate depth that may not be present in the textbooks.

To improve student understanding, Catherine includes a secondary resource for background information. Tellingly, it tends to be a non-textbook secondary source. This is necessary, according to her, to help the students fully understand the context, often at a reading level that they can engage with.

Interviewer: Do you think that the kids grasp the relevance of the documents over the material in the textbook?

Catherine: I'm... not a big fan of our textbook to begin with, but... sometimes. I think if I'm doing the primary document analysis outside of a DBQ or something I need to pair it with some secondary source or something.

History is driven by questioning and developing a narrative (Lesh, 2011), with or without assistance from secondary resources or the textbook. It is possible to develop deep questions that incorporate historical thinking skills which discuss change, comparison of perspectives, and analysis of any differences and similarities (Havekes et al., 2010). It is however difficult to develop questions without understanding the context of the document. Such contextual reasoning may be difficult with lower-level students. This construction of history is engaging for students, but it does require both modeling and, in some cases, simplification of complicated documents. By being able to modify and illustrate the process of the construction of history through modeling and accommodation, students are able to better grasp the concept that history is a constructed thing (Lesh, 2011). Students, by copying and adapting the teacher's modeling skills fulfill their role as apprentice in the construction of historical knowledge (L. Levstik, 1997). This further leads to the implicit and explicit development of historical literacy skills. Teachers and students both develop an understanding of the development of these skills

through observation and reflection of the method of the organization and understanding of primary source document information in context to the topic being taught (Young & Leinhardt, 1998b).

Thinking skills can be taught as subjects themselves, encouraging students to both grasp the subject matter and the necessary skills to analyze documents simultaneously (Beyer, 2008). By giving students mastery goals to achieve, teachers provide motivation to the students that, depending on student interest level and quality of materials/engagement level of the lesson, can grow into intrinsic motivation and a deep sense of interest on the students' part (Wiesman, 2012). By engaging students in questions regarding the documents and lesson at hand, teachers combine the instruction of thinking skills with the development of self-efficacy as those skills grow. The depth of student knowledge coupled with increased motivation to discuss and examine documents breaks the cycle of what Lindqvist (2012) termed the "complex history, simple answer syndrome," where students assume that the lack of depth involved in many textbooks is the norm for historical analysis. Students cease wanting to be told the answers to complex questions in simplistic terms; instead they develop a desire for investigation and for developing those answers on their own. This stimulation of historical talk limits students' desire to give a direct, "right answer," and encourages the complex thinking process that develops into "historical answers" (Havekes et al., 2010). This desire for historical questioning is present across all levels of student ability, as evidenced by this focus group exchange between Catherine and George:

Interviewer: Do they need to focus more on the meaning of the document as whole?

Catherine: If they're going to, we need to follow it up with some kind of questioning that allows them to pull out understanding. And I think it's important to connect this back into whatever we are teaching. It should – questions should cause questions. Then they just...

George: I only have one lesson that I really used and like the kind of did that. I found a lesson on the Magna Carta, the significance of the Magna Carta. And it had each chunk, each significant chunk, but then it paraphrased that chunk in very relatable, understandable language. There are constructive questions after that. That makes sense, I think, especially for the lower level classes. I think the best starting point.

Catherine: It makes it tangible.

George: Right. Yes.

Catherine: And kids learn from things that are tangible.

By “using documents as evidence,” as Catherine stated as she explained her philosophy of historical document use, she demonstrated a way of making history tangible. Evidence is proof that something existed, or something happened. Evidence is necessary for engagement and by presenting primary resource documents as evidence it allows students, in that engagement, to be able to engage with multiple themes and ideas across documents.

Across participant interviews, as well as the focus group, the most common benefit to students discussed was the opportunity for the comparison of varying historical perspectives of the same or similar events. It stimulates active historical thinking (Havekes et al., 2010), and allows students to actively construct knowledge based on

varying perspectives. This forces students to “think outside of the box,” approaching not the right answer, but rather creating their own interpretation of history and historical events that is encouraged by the descriptive, non-neutral nature of historical thinking (Salinas et al., 2012). How the participants have constructed their meaning of historical literacy – a literacy of engagement, of analysis, and of comparison – is evident in how they view the opportunity for perspective comparison as a dominant factor encouraging their use of primary resource documents.

Tom, heavily influenced by his historiographic approach, advocates for the analysis of the perspectives of historians rather than the perspectives contained in the documents themselves.

Tom: I think we need to go to more of, okay, let’s say you take an event and have them read the event and two different viewpoints from the historians and you could have a discussion, or you could have them talk about the two and have them give their interpretation of the event or the document. I think that’s the step we need to do. They see the documents, they read two different interpretations of it, they kind of explain the document, they have to explain the two different interpretations and then give their own. I think that will help a lot.

Tom’s methodological suggestion removes the construction of historical perspectives from the students’ hands. While not concrete, and while still open to interpretation, history as constructed in his pedagogy is dependent upon the perspectives of historians rather than the perspective of the students. Tom’s emphasis in his AP and honors classes is on the practice of the historical process through exposure to completed analysis.

George, in contrast, encourages his on-level and team-taught classes to interpret the information on their own in hopes of encouraging historical construction.

George: I think that I really try and-and get them to focus on...um... on specific things, you know the big thing for me is trying to give both sides of the story, and helping them to understand that the way that this event or this time period is being taught to you is from a certain perspective.

You know if we looked it from a different perspective it may seem like a very, very different time period or I guess a different, I don't know, a mindset toward it. But it is, you know, [the textbook is] all one sided and the big thing for me is trying to get the students to see both sides of the story.

George stresses the mono-perspective of the textbook much in the same way that Catherine stressed the lack of depth. Taken together, these two approaches to the text stress the importance for both teachers of utilizing alternative perspectives, not just to boost critical thinking, but also to increase student abilities to construct meanings of history.

Challenges in using primary resource documents. Despite the participants' willingness to use primary resource documents where they felt comfortable doing so, and despite Catherine and George's assertions of the benefits that these activities held for on-level and team-taught students, more often than not during the course of these interviews their comments fell on the challenges of using primary resource documents. Some challenges, such as the desire to build effective context, dovetailed with the benefits of using primary resource documents to build historical literacy skills. Despite teacher insistence that on-level and team-taught students were capable of effectively analyzing

primary resource documents, the accommodation of these ability levels was difficult. Other challenges, such as time constraints and a lack of resources had little to do with how the students approach historical thinking; rather, they were logistic based.

George: It does take students who are weak readers longer to build the necessary skills, but by the end, most seem to be able to analyze documents successfully.

George's survey response asserting that all students are capable of completing complicated analysis contrasts with Catherine's concerns about the execution on the part of the students.

Catherine: And with my kids, comprehension of the vocabulary is also difficult for them.

Interviewer: Do you find that you have to model a lot for them?

Catherine: Absolutely. I had to model all the way for even down to formatting the paper, breaking down into paragraphs, working sentence by sentence. So whereas, it says may take this two or three days, for my class, it's more like week, week and a half.

For Catherine, the students' lower reading level (she assessed several students at reading at a middle school level or below) necessitates deep remediation and modeling. The opportunity to model was seen as a positive, because it deepened the students' understanding of the process. However, the extra time needed for this modeling extended the DBQ Project's projected time for an activity. At the high school in which Catherine teaches, the scheduling is on a block schedule where four classes are taught a semester, with hour and a half class periods every day. The world history course is a semester-long class, necessitating careful planning in order to include all standards that are expected to

be taught. George summarized time concerns in a similar way: “[t]ime consumption, time consumption... They’re looking for us to spend a week to do one DBQ and that week does not exist.”

Due to the limited time constraints, teachers are concerned that their attempts to associate the documents with secondary resources for deeper understanding are not effective and are rushed. Catherine especially was frustrated with this unintended consequence of teaching DBQs and primary resource documents to on-level and team-taught classes.

Interviewer: When you use [DBQs] do you find yourself having to model what to do for the kids a lot?

Speaker 2: For On level? Oh, God. Yeah it’s a lot. They just stare at it. Where they go with what it’s saying is just so off the mark; it’s so far dis-removed from where it’s supposed to be going.

Her beliefs, as detailed in the previous section, are that students are capable of completing and understanding the demands of primary resource document analysis. However, due to the rushed nature of the one-semester world history course, the students appear to be missing steps in analysis.

Time constraints were also a problem with Tom, the AP/honors teacher, who eventually eliminated DBQ Project use in his classroom specifically because he believed that he did not have enough time to utilize it and also teach the students the content standards that were required:

Interviewer: A whole DBQ took three days?

Tom: Yeah, there are way too many documents in the DBQ Project.

Interviewer: Do you think that overwhelms the kids?

Tom: Oh, God yes, they don't need that. There were so many documents it was overkill. It was too much; it was too much.

Instead of focusing on the DBQ Project packets, which he believed to be overwhelming and time consuming, Tom integrated document analysis through the course of projects and lessons, believing that instead of giving students packets of information, students should look at documents in "small bites, small chunks." By giving them a DBQ packet consisting of fifteen documents, teachers were "throwing them in the deep end of the pool without teaching them how to swim." For Tom, much like George and Catherine, the amount of analysis needed for a full DBQ was too time consuming. When faced with a decision between content instruction and a DBQ with the modeling and steps needed, the teachers chose content instruction. This is not a reflection on the perceived quality of the DBQ as a classroom tool, but rather a reflection of the hurried nature of the course. Primary resource document analysis is not being overlooked; Tom utilizes it as bell-ringer activities, while Catherine and George incorporate it into projects and in-class activities. However, lengthy primary resource document analysis requiring time longer than one class period is not a method of instruction that the participants feel that can be utilized in their classrooms.

Due to frustrations regarding time constraints and the format of the packaged DBQ itself, all three participants have curtailed the use of DBQ Project lessons in their classroom. Tom was adamant in not using DBQ Project activities, echoing the concerns of Grant, Gradwell. And Cimbricz (2006) by saying, "I don't know why the DBQ has become the thing, I really don't." He goes on:

I seldom do DBQ's. We'll do document analysis, sure. But I just don't do DBQ in the honors class - it's just not part of my evaluation. It's an add-on. We worried about the [Student Learning Objectives content based test] sort of content instead. Yeah and that and I - there's not much all on anti-Semitism [in reference to a specific DBQ] and the pogroms... things like that are not part of it.

Speaker 1: Part of the SLO [end of course exam].

Speaker 2: Not part of the SLO, so what path the students take the analysis, I can't follow. I've got to teach the test.

Catherine called the DBQ Project initiative a "wonderful effort," but conceded that "their application is missing something and it's become like everything else, it's just a packet." Students treat a DBQ as a task or assignment to be completed; teachers seem to approach it as though it is a burden on their time and instructional planning that is not rewarding due to the issue that, as Catherine states, "there's a tendency to get thirty two essays that are all the same." She questions the value of the DBQ's execution in a highly paced classroom.

I thought the purpose was for them to really respect it, to write technically and I'm not sure if that's what we achieved. So my qualm is again, I don't know – yes, it will help them to understand what primary source documents are but are [the students] really in valuing it?

In order to better incorporate primary resource document analysis into lessons, the participants felt that finding engaging documents that built context while instructing students was important. However, again, time constraints came into play. Teachers felt that the fast pace of the course made it difficult for them to take planning time to "hunt

down” documents for classroom use and expressed frustration with the documents and resources available to them beyond the DBQ Project. The desire to create an opportunity to study multiple perspectives, which encourages students to reason with and between dissimilarities in documentation of historical events (Rouet et al., 1996), was stymied by a lack of resources.

Catherine bemoaned the “huge gap in world history documents” available for teachers who desire deeper incorporation of primary resource documents in their classes, stating “That’s, that’s where I feel like we have to start from the bottom because we have nothing.” Tom specifically mentions, “We have no resources that show different interpretations except what we pull in ourselves... I mean everything I have done, I did out of scratch, you know? Here’s the textbook, it’s really bad, now go.”

In his quest for primary resource incorporation coupled with a lack of world history teacher resources, Tom has drawn from both the DBQ Project and Reading Like a Historian, tailoring the documents for incorporation into his lessons out of necessity. This limits the time issue of having to do an entire DBQ lesson or RLH lesson while at the same time allows for the integration of primary resource document analysis in his class projects and class discussions. He has, however, felt hamstrung by an expectation that teachers use the provided resources as is, with no room for modification.

Interviewer: Do you think that it’s more effective to use Reading Like a Historian and the DBQ Project, or do you think that it’s more effective for teachers...

Tom: I create my own. I create my own because I was trying to use part of the DBQ Project but we all got in trouble for not using it the only way that was allowed for you to use it. So I stopped using it. I’ve tried to use some of the

documents from it and I got people, you know it's either you ride with DBQ or you don't touch this at all.

Interviewer: So do you think they were trying to kind of steer you away from the purpose of it by telling you to use it in one specific way?

Tom: Yeah it was either that or they didn't let you innovate and try to figure out ways to use it. It's like it has only one way of doing this don't dare think of doing it another way.

Tom felt stymied by attempting to use the resources provided in a non-prescribed way. In his attempts to be innovative, work with the materials that he has been given, and fit primary resource document lessons into his curriculum, his innovation has been rebuffed, leading him to limit these materials' use in his classroom. Instead, he has created his own document-based projects, lessons, and questions at, as he states, the expense of other planning activities.

George is also questioning of the materials provided by the school district for world history teachers:

George: Everything that the state and county gives us is so rote and bland, yet they want [the students] to learn how to think like historians. You've got to take stances and you've got to go outside the box a little bit. I love the concept of the DBQ. I do not like the application of the DBQ. And I think that they are limited in what they're covering and not always easy to tie in to what we're doing and the amount of – number one, the amount of time it takes to do, number two, giving a kid a packet it sort of defeats the purpose of historical research.

Everything is the safest, most planned. It's the "let's not get anyone upset version" of it but that's not what history is and you can't think like a historian if you're taking the blandly built road. And so that's – they can't – they're asking us to do stuff without the materials or them willing to really do what they were asking us to do.

The issue returned to is the concern that the supplied materials do not capture the students' attention, or the students may not be able to relate to them. George's concern stems from reliability and student understanding. He works with on-level and team-taught students who may not be engaged by materials that they cannot relate to. This deprives the students of a student-centered, investigative, and constructivist approach to history by neglecting to supply the students with engaging and understandable materials. The materials are "safe," and they do not contribute to a discussion or analysis of "new history" (Starr, 2012). Teachers feel that they are unable to impart new and engaging interpretations to their students through the pre-packaged materials, and therefore students cannot become fully engaged with the content or context. This lack of engagement makes it difficult for teachers and students to fully engage with historical thinking to better construct a well-formed ideal of historical events.

Reading level appropriate primary resources were difficult for Catherine and George to come by. George specifically advocates for documents that students can more easily understand.

George: Is it Newsela that does the different reading levels? You know same article different reading levels. I think if we had some of these sources... I mean

you do take a lot from it you know paraphrasing and everything but at least an understanding. Maybe there would be understanding.

The direct onus for developing and creating document resources for students to understand complicated text is on the teachers. While this is not an impediment to teaching the document, the challenges of developing a tool for lower-level readers, modeling proper document analysis, and guiding them through difficult vocabulary is difficult for teachers who feel pressed for time.

George: I did try bringing the Magna Carta in. I've done it the past two semesters and the way I think I've been successful in getting them to understand the parallels between the Magna Carta and our Bill of Rights even today is having the actual excerpt from the Magna Carta and then right below that paraphrase. I think that's really what's been most effective is what I said the paraphrasing, finding a way to paraphrase it. Because you know the language can be a real struggle for them.

Development of remediation strategies contribute to the difficulty as students become more focused on strategies such as Read Like a Rock Star (*see appendix*) that focus on semantics rather than historical thinking skills.

George: I've tried to emphasize it and doing our mini-Qs and analyzing you know any kind of primary source. It doesn't help with historical literacy and all it does is, you know, they can go through and they can underline a million words that are archaic and never heard use in their life. And then they underline because they don't know what that word means. Right. *Of course* you don't, you know. But we don't use it anymore but there should be something else other than the

emphasis on that. If we're going to use it, we need to follow it up with some kind of questioning that allows them to pull out understanding. And I think it's important to connect this back into whatever we are teaching. It should – questions should cause questions. Like they're not.

The participants in the case study have highlighted challenges in full utilization of the document based questions and primary resource documents, and they are not centered on student inability to complete the work. Rather, they concern student engagement with the resources available. Students are engaged and questioning when presented with material that they can understand, that is relevant to them, and that allow them to construct a viewpoint of history that is not available within their textbook. Mainly, students desire deeper meaning in their quest to develop their own historical interpretations. They are capable; however, teachers feel hamstrung by the materials that they have access to and the limited time that they have to compile and create their own, possibly more engaging lessons. The pressure of fitting the content and standards into one semester has created a theme that can be best described as “knowing what needs to be done, but feeling powerless to do it.” Teachers desire the opportunity to create historical narratives with their students, but do not feel adequately prepared to do so. Staff development, which should be intended to prepare the teachers for this challenge, will be discussed in the next section.

Primary Resource Focused Staff Development for World History Teachers

Taking in to consideration the concerns that the case study participants had, they were afforded the opportunity to discuss local staff development initiatives involving primary resource focus. To be considered effective, staff development must increase

instructional growth while increasing subject area knowledge and the skills teachers need to impart to their students (Ragland, 2015). Unfortunately, staff development of this nature has been limited in the field of world history; the focus has predominantly been on United States history due to the Teaching American History Grant and the focus of district and state standardized testing on that subject (Harris & Bain, 2011). The lack of focus on a cohesive approach to teaching world history, as evidenced by the interviews in this case study, has led to a disjointed and rushed methodology in some classrooms, where teachers stretch to make connections between standards, content, and primary resource documents (Bain, 2011). Teachers require guidance in how to incorporate primary resource documents and document-based questions smoothly to support their curriculum; the teachers involved in this case study are unsure how to best do so, and they appear frustrated by the local staff development available to them to facilitate initiatives to incorporate document based questions and primary resource document analysis.

How the teachers interviewed for this study perceive the county focus on world history staff development may be best summarized in this exchange with Tom:

Interviewer: How well do you think the county focuses on world history staff development?

Tom: [laughter]

To a person, the subjects interviewed did not feel that there was sufficient focus on world history staff development from the local school district. The challenges of incorporating primary resource documents in a brief time period was the overarching concern regarding classroom utilization of sources; that the staff development needed to

remedy this issue was missing was an overarching theme of their discussion of professional development courses.

Interviewer: When was the last staff development that the county held that was specifically geared [toward world history]?

Tom: I can't even remember. They're all [U.S. history] except for the Holocaust workshop. Yeah but that's it, that's all. I mean even the break-outs and stuff, it's just...

Interviewer: So do you think you would benefit from subject specific staff development perhaps?

Tom: Yeah.

George spoke of his perceptions of the DBQ Project vehemently, as training for this initiative has been the cornerstone of the local district's primary resource document analysis push.

George: I went to the original week-long DBQ Project training. I was the initial group that went for that.

Interviewer: Did you think that it was useful?

George: Not really.

Interviewer: Why not? What was there about it that just didn't, that you didn't think was really...

George: Time consumption, time consumption they're looking for us to spend a week to do one DBQ and I don't, that week does not exist.

I could see its benefits, I could see it being beneficial. It's just the time consumption... it's just really just time consumption more than anything else.

Since we've got to do a year's... I mean in one semester where you've got to do the entire history of the world. A week on a DBQ just doesn't exist.

George returns here to a concern voiced by all three participants in the case study: time constraints. This concern, specifically the incorporation of document based questions effectively in a one-semester course, dampened enthusiasm for the DBQ Project initiative voiced by the teachers in this study. He would prefer a shift in emphasis from the DBQ Project specifically to a more well-rounded primary resource document focused perspective. George advocates for including specific documents to be analyzed for specific standards, making the process of what teachers should select for discussion an easier one that is better integrated into the curriculum.

Interviewer: What did you think about the staff development you've had on DBQ and primary resources?

George: I think it is very much lacking. I got the DBQ training in another, in another district, but I feel that there's not enough emphasis on it here. You know they say it's an expectation of us to do it, but I don't feel that at least the way the course is structured that there is adequate to really spend as much time as we should be analyzing primary sources.

Interviewer: What would you like to see that you think could improve our staff development especially as far as world history?

George: You know we're so standards driven now. I would, I would say [laughing] as much as I don't really like the standards at all, I think the thing that would cause the changes needed would be to include the necessity of analyzing

certain primary documents, or primary sources for certain standards. I think it'd be really useful.

George uses the United States history standards as an example of how documents such as the Bill of Rights, the Federalist Papers, and the Gettysburg Address are specifically cited as needing to be read and analyzed. By having specific documents named in the world history standards and proper resources to facilitate the analysis of these documents, George believes that PRD analysis in the classroom would be better integrated and the necessity of doing document work would be more clearly stated to teachers, as opposed to an optional activity to be wedged in when time allows.

Catherine follows George in that the DBQ Training needs more depth and follow up:

Catherine: I think the training is wonderful as an introduction but it would be nice if there were follow-up training. Even if they sent just an individual from the department to go and get really in depth training and then come back and break it down.

Interviewer: Like on a staff development day?

Catherine: This is how we practically can implement in these areas. I would like to see that additional staff development rather than go to a meeting somewhere. And here's everything and you work it all out. That's wonderful that you gave me the information but I require a little more assistance.

To Catherine, there is disconnect between the semantic process of outlining the documents and the constructivist process of interpreting and understanding history and conflicting viewpoints of events. She believes that more support and a better availability

of documents would improve teachers' abilities in instructing students to compare and contrast and understand historical literacy processes. As Lesh (2011) advocates, careful selection should be made when determining primary resource documents appropriate for classroom use. Documents must aid the analysis of the content and be able to be incorporated into the historical context being discussed. Catherine has had difficulty parsing through the glut of available primary resource documents to find the ones that she feels best exemplifies resources to encourage historical thinking.

Catherine: The process they went through [in training] is not bad but I just think it's really about that we're just skipping a step.

Interviewer: Do you think the process part should focus more on how to read and interpret the documents?

Catherine: Let's say you took an event and have them read the event and two different viewpoints from the historians. You could have a discussion or you could have them talk about the two and have them give their interpretation of the event or the document. I think that's the step we need to do. If they see the documents, they read two different interpretations of it, they kind of explain the document, they have to explain the two different interpretations and then give their own. And I think that would be a lot more. I think that will help a lot.

However, the participants bemoaned availability of the documents outside of the DBQ Project and Sam Wineburg's Reading Like a Historian resources. As previously discussed, the teachers involved in this case study struggled with researching and selecting primary resource documents for in-class analysis due to time concerns. Tom was especially disappointed with how staff development was conducted versus what he

asserted were the needs that should be met by staff development for social studies teachers.

Interviewer: What kind of staff development do you think we need as world history teachers to facilitate at least helping us work through this process with the kids, since this is the initiative of the counties?

Tom: More, more sources of conflicting interpretations. That would give us the starting point and those don't exist. We go [to staff development] to so we can learn how to use Kahoot or something. Our staff development is a gimmick: what is the new gimmick? What is the new whatever?

Interviewer: So they need to be more focused on pertinent content information?

Tom: Yeah, pertinent content information and give us more resources. We don't have the resources; we have one extremely, extremely, extremely old textbook.

Tom desires, like the other participants in this case study, a system-wide effective method of finding and selecting primary resource documents. According to these staff members, the most useful and pertinent form of staff development would be developing a resource bank followed with instruction as to how to effectively utilize these resources in the classroom. Tom was plaintive in his request for better resource availability: "that's where I feel like we have to start from the bottom because we have nothing." George echoed Tom:

George: I'd like to see more materials of opposing viewpoints from historians. So in that way you can select things out in advance, so you can talk to kids and go again, this historian, these historians, these people want and why they take the different stances, but I think that get you more down to historical thinking and we

don't have resources to back up stuff like that. U.S. history can take Howard Zinn and anyone else. You can do that in U.S. History but...

There is a desire for resources and resource banks that is more overwhelming than the desire for instruction in historical thinking specifically. The teachers involved with this case study believe that historical thinking instruction is a necessity, but that it is difficult to authentically fulfill that demand without the resources available to allow students to fully engage with the material and process. The dissatisfaction that the teachers in this case study exhibited with both staff development and available resources stands in a stark contrast with their historical literacy beliefs and (though sometimes tempered) enthusiasm for the recognized importance of primary resource document use in the classroom. These teachers desire to impart both historical process and knowledge to their students due to a deep understanding of historical thinking as they have constructed it, and the lack of resources available appears to be breaking down what they have developed.

Reflections and suggestions. Catherine in particular advocated for an increase in collaborative staff development with local history professionals in order to impart field experience to teachers. Ragland (2015) noted that staff development participants who interacted with members of the history field showed an increase in effective modeling of historical methodology for their students, as well as an increased confidence in understanding historical literacy skills. Catherine was adamant that teachers within the district would benefit from the same sort of professional development that Ragland cited as a pathway to constructivist practices in understanding for both teachers and students.

Catherine: We don't seem to tap into any other resources, and that might be our easiest avenue [for staff development] because [universities] already have greater access than we do. So I thought that perhaps might be one of the ways. Perhaps there are some museums around here but most of them are U.S. History.

Catherine specifically cites US History as the focal point of the local museums, dovetailing into previously cited concerns that staff development itself is focused on American history, limiting access to world history resources. Therefore, she focuses her attention, and therefore where she feels that the local district's attention should be, on seeking out local professors with world history experience. Catherine has, upon her own initiative, invited historians into her classroom in the past to demonstrate the process for the students, citing how viewing the process from a professional historian brought the lesson to a "whole new level" for the students. She believes that if that is the case for the high school students in her classroom, that it would also be beneficial for staff development purposes.

Catherine: Oh, Dr. L would be a good person and who else, Smith she's... if they're still there. There are a couple of people at the [local university] but not just limited to [there], there are others. And then, for sure, we need to see if they have additional resources, because they've got to be using primary source documents for their courses and so that's access for us, right? That's one of the easiest things that I can think of.

A collaborative nature between the local district and local universities would broaden teachers' access to primary resource documents specifically needed for world history, a concern returned to by each participant in this case study. Catherine suggested a

planning day specifically dedicated to how to find world history resources and to compile suggested resources tailored for teachers' classrooms.

Interviewer: If you were to have something at a staff development over the summer, what do you think would be the thing that world history teachers would need most to help them with historical literacy in the classroom?

Catherine: Here's how you find resources 101. That's it, and let us go through what we want to pull through and don't segment it into just you know, here's everything called the Middle Ages. There's a world of documentation, primary source documents, out there for world history, there's a web, but our access to it is -- and we pull that into our lessons you know. Time is also an issue. They can help us save time and provide us -- here's where you can find some information this year for that or whatever.

Catherine, as a remedy for the issues shown with the local staff development, suggested taking an active path in addressing the issue: world history focus groups. She believes that specifically asking the teachers what they need in their classrooms and what they need to help them effectively teach the process of primary resource document analysis would lead to a more direct process of instructing these teachers in later staff development sessions.

Catherine: I would like to see them not just doing workshops but focus groups. I think it -- I prefer the focus group because I feel as though educators are never really asked what we need, but simply given what they think we need. Which is when you walk in with, "Okay, maybe ten things were offered and I can use this

one,” versus going in and you’ve asked me and now, I’m coming in, I’m getting everything I’ve asked for.

George took these ideas to a more local, immediate level, by suggesting staff collaboration at the local school. The time limitations of staff collaboration at the local school would be a challenge, as collaboration is expected to take place during planning periods; the teachers interviewed in this case study vocalized their concerns regarding planning and pacing time, making collaboration difficult. However, George stressed that a collaborative session on document selection and creating common, unique resources would be helpful.

George: I didn’t really feel like I had the time to put together my own DBQ, but I think that’d be very valuable and I think that’d actually be a really good staff development. Some collaboration on, let’s, let’s get together and decide which documents we’d like to incorporate into this or that unit and let’s put together some-some DBQs based around that.

Part of this need for a collaborative process is driven by the desire to develop alternative resources to the ones that have been supplied by the school system. Catherine makes the point that another motivating factor for a collaborative group centered on developing primary resource document resources is as a sounding board to develop what works across classrooms.

Catherine: I think probably we could get better opportunities for us to evaluate, because sometimes I feel like, okay this is mildly successful but I’m not sure. I need more feedback. And my colleagues don’t know, okay how this is looking for you? If it’s just me based... If it’s just me who’s making a decision...

This may be a byproduct of frustration felt at the available resources and unease at the incorporation of these resources into the classroom, especially with time constraints as an overarching concern across the case study.

Demonstration of Challenges: The Execution of Primary Resource Document

Analysis

In the provided work samples and teacher blog analysis, it becomes clear where attitudes and beliefs diverge from active practice in the classroom. Each of the teachers participating within this case study understand historical literacy and have a working knowledge of how to instruct students in the necessary skills. However, the consistency in instructing students in historical thinking and the consistency in utilizing primary resource documents in the classroom is not at the level that one would expect from teachers who realize that the utilization of these techniques are vital in developing a complete understanding of historical knowledge. Be it through the pressures of pacing, uncertainty with finding resources, or disillusionment with the resources supplied by the local school system, the knowledge of historical construction that the participants have is not being consistently imparted to the students. This is providing a classroom environment where the mode of communication is squared upon the shoulders of secondary resources such as the textbook, summaries of historical events, and documentary films.

When asked to contribute assignments that contained primary resource document analysis, all three teachers in this case study struggled to do so past basic assignments. Tom, who teaches AP world history and honors, struggled to do so due to, as he stated, the “lack of time in the class.” His assignments were specifically related to AP

instructional materials. The primary resource documents that were analyzed by the students were previously released Advanced Placement document based questions. He did not have any specific lesson plans to contribute. His honors class did discuss a different excerpt from a primary resource document on a daily basis as a bell ringer activity, and his lecture notes had quotes from various primary resource documents scattered throughout. His lesson plans, however, consisted nearly entirely of project based assignments and secondary resources to augment the projects.

Analysis of his assignments posted on his blog shows that his homework assignments consisted nearly entirely of secondary resource (mainly textbook, though not the county-assigned textbook) readings and instructions to view Crash Course videos and answer questions regarding them. While the questions were higher order questions, they were based entirely around the content in the videos, a secondary resource. Tom appears to only work in primary resource document analysis when it fits into what he perceives are the time constraints of the class, though many of the documents contained within his PowerPoint presentations were excerpted from available Reading Like a Historian resources. Tom focuses on class discussion analysis over written analysis of the documents, perhaps to guide the process of historical thinking as it develops.

Catherine, despite her strong belief in primary resource document analysis and the ability of her students to complete the activities, relied on limited analysis in her instruction as well. Her class blog offered no evidence of primary resource document analysis as homework or classwork. Her lesson plans, however, did demonstrate some use of document analysis. She utilized several DBQ Project DBQs, such as one on China's one child policy and a DBQ analysis on the origins of democracy. She did not

utilize any Reading Like a Historian activities. Her provided notes were fill-in-the-blank notes for the students, to be completed during lecture time. There were some brief quotes from primary resource documents tied throughout; these documents tended to be “main idea” documents such as the Magna Carta and quotes from the French philosophes as opposed to documents capturing individuals’ viewpoints of historical events. Her lesson plans accounted for in-class discussion of the excerpts in order to guide the discussion among her team-taught students.

George’s provided lesson plans demonstrated the most consistent attempted application of primary resource documents throughout. His PowerPoint presentations offered ample primary resource excerpts that were intended to guide class discussion regarding curricular topics to be discussed. The intent of these discussions, George stated, was to observe the process of analysis and guide the students in discussions that were meant as practice for in-class document analysis. His lesson plans accommodated two DBQ Project DBQs: the spread of Islam and the importance of the Magna Carta.

George’s most effective incorporation of primary resource documents came in the form of webquests that were developed for his students. Posted throughout his blog, his on-level and team-taught classes were given topic-specific webquests that covered major themes of each unit. One in particular that he submitted for this case study was a webquest involving child labor, working conditions, and laws passed during the Industrial Revolution in Great Britain. The depth of analysis required for these webquests were not deep; however, they did require reading the primary resource documents and answering questions regarding in what way laws were written, for what means, and how previously introduced photographs and accounts of working conditions could have

influenced the resulting British laws. George also allowed for interpretation of the documents, especially photographs, in his webquest. He asked students to interpret the meaning of photographs and how the individuals within the photos may have felt. Through the incorporation of images and documents into his assigned webquests, George allowed students to observe the evidence, reason with it, and write through a historical lens, understanding that the documents themselves were the expression of history, not necessarily the evidence of expression (Young & Leinhardt, 1998b). Despite his time constraints, George worked effective document analysis into classroom activities that encouraged co-construction, with teacher assistance, of historical narratives (L. Levstik, 1997) and demanded that students utilize cultural evidence to understand historical context. While not necessarily a deep analysis of multiple documents, George's methodology allowed for engagement of students from varying ability levels with complex and difficult subject matter that lends itself well to the construction of a historical narrative. The means of understanding and expressing that narrative was not necessarily done through an in-class essay, but rather analysis and discussion in a group setting. This mirrors authentic manner of assessment of analysis advocated as an alternative to structured DBQ document reading and essay analysis, due to the collaboration inherent in the process (Grant et al., 2004). George, despite his concerns regarding document availability, engagement, and time constraints, developed and presented effective primary resource analysis opportunities for his students that engaged while allowing students to construct historical interpretations in a simplified, yet similar, manner to how George was instructed during his MAT program.

Summary

The teachers involved in this case study demonstrated a strong desire to incorporate alternative resource documents in their classrooms. Tom believed in filling in his perceived gaps in historical thinking instruction with demonstrations from historians and instruction in the process via that venue. Catherine and George demonstrated more ease with the utilization of the primary resource document concept for that illustrative purpose; each teacher's own their educational background as well as their experience within the classroom shape construction of what historical literacy is and how to best help students achieve it. There is a strong buy-in to the importance of historical literacy despite differing pathways of achieving it; as evidence of this buy-in, there is a strong frustration to what has been perceived by the teachers as impediments to fully attaining their goals: time constraints, lackluster resources, and a lack of resources in general coupled with, in their opinion, ineffective and sparse world history staff development.

The frustrations that the teachers feel in using primary resource documents in their classroom only mildly are tied to student ability levels; the teachers believe that with modeling and proper remediation historical thinking processes are available to all students. However, without the proper materials in place to facilitate this instruction, the teachers feel hamstrung in their efforts to properly guide students in their own personal constructions of historical knowledge. Teachers struggle to use primary resource documents in their classrooms despite knowledge of how to do so and knowledge of how to effectively model and instruct students in the process. Due to the struggle with time constraints and balancing the curriculum, context, standards, and the time consuming effective instruction of historical literacy skills, the teachers involved in this case study

do not incorporate primary resource document analysis as constantly or consistently as they would like to. In summary, Tom's frustrations show through the deepest:

Tom: Somebody please ask us what we think. They actually did train us for this job. Ask us what we think and actually listen to what we think, that'd be helpful. Like with the new standards that they asked us for and we gave feedback and they ignored all the feedback and then...

CHAPTER FIVE – SUMMARY OF THE STUDY, RECCOMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

The previous chapter presented the findings of this case study in the words and reflections of the three participants. These personal accounts of pedagogical practice and reflections on the application of historical thinking reflect on the participants pre-service educational background, work experience using primary resource documents, and experiences with staff development. The accounts also demonstrate a desire for increased staff development in primary resource document use and historical literacy specifically pertaining to the discipline of world history.

Chapter five is an opportunity to discuss the findings presented in chapter four, suggest recommendations for the incorporation of successful historical literacy instruction and staff development in the world history curriculum, implications for practice, limitations of the study, and recommendations for future research.

Summary of the Study

The purpose of this multi case study of world history teachers was to investigate how teachers' pre-service experiences and current classroom experiences, coupled with available staff development opportunities, informed their use of historical literacy activities in their classrooms. The three very different teachers interviewed – differing in level of class taught, years teaching world history, and pre-service training – gave varied responses to the interview questions posited. A common theme of all participants was one of wondering how students grasped the knowledge, and a desire for staff development that gave new strategies for students to fully understand the skill set that is part and parcel with historical thought.

By being able to combine increased opportunities for pre-service education and staff development in teachers' specific subject areas, teachers are able to integrate effectively modeled techniques into classroom instruction (Engstrom & Danielson, 2006). Unfortunately, the participants in this multi case study did not feel that a majority of their staff development experiences offered effectively modeled or easily applicable techniques. In fact, they cited their pre-service experience working with analysis of documents as more useful than their current staff development.

The implementation of the Common Core Literacy Standards requires social studies classes to incorporate reading of informational text and primary resource documents into the curriculum of classes. These skills, which teachers are expected to incorporate in classrooms involving every level of student, can best be integrated through the analysis of primary resource documents and the use of document-based questions (Bickford III & Rich, 2014). To meet this mandate, teachers are expected to engage students in higher level thinking skills that are difficult and complex, such as event contextualization, analysis of change and continuity over time, and comparing primary and secondary resources. This is a split from a traditional memorization of facts curriculum; teachers who have trained to deal in facts may find it difficult to trust their students with interpretation, especially interpretation through skills that the teacher may not have. Staff development in primary resource document analysis is a way to bridge that gap. The introduction of students to techniques that the teacher may not have learned in pre-service training could be difficult for teachers who have multiple curricular and pedagogical demands already on their plates.

This case study was conducted at a suburban high school located in the Southeastern United States. The three world history teachers selected for the study teach differing levels of world history. Tom teaches Advanced Placement world history and honors world history; George teaches on-level world history and team-taught world history, and Catherine teaches on-level world history with prior experience teaching team-taught classes. The participants in the study were interviewed in individual settings as well as in a focus group setting. Interview questions were pre-determined by the interviewer, but the questions were tailored and modified to fit the flow of the conversation being had with the participants at hand. Teachers were requested to supply lesson samples of primary resource activities for analysis, and the lessons present on their class blogs were also analyzed for the incorporation of historical thinking skills and the use of primary resource analysis skills.

Interview questions were developed around the study's research questions, allowing participants to offer views on pre-service training, document based question and primary resource document use, challenges for both students and teachers in using these documents, pedagogical techniques, and staff development opportunities. The research question and sub questions are as follows:

RI: How do individual teachers' attitudes and perceptions of primary resource document teaching methods impact their use of them in their instructional practices, and how are their attitudes and perceptions shaped?

R1a. How do teachers understand and experience the concepts of historical thinking and literacy?

R1b. What do the participants view as challenges to teaching historical literacy?

Do they feel that there is support in meeting these challenges?

R1c. How do teachers apply new historical literacy theories to assess learning outcomes in their classrooms?

R1d. What are teachers' perceptions of primary resource document activities and document based questions as pedagogical and curricular tools?

R1e. What are teachers' perspectives on materials that they have available to them for classroom use, specifically their appropriateness for student ability levels?

R1f. Does the available professional development (or lack thereof) contribute to their use of primary resource document activities in the classroom?

R1g. What impact does a teacher's pre-service training have on their use of historical literacy skills?

R1h. How do the participants understand the application of historical thinking and literacy skills in the classroom, and how do pre-service learning, staff development, and classroom experience develop these?

The responses of the participants, as well as the submitted lesson samples, were coded using ATLAS/.ti software and the guiding research questions to determine the major themes of the research. The organizing themes of the research findings and analysis are as follows:

T1. Teachers' pre-service backgrounds and its relationship to the use of primary resource documents in instruction

T2. Perceived benefits and challenges in using primary resource documents in instruction, both in student and teacher application

T3. Participant reflection on available world history staff development & usefulness in encouraging effective primary resource document use

T4. Participant suggestions on effective world history staff development

T5. Participant execution of primary resource document usage and its reflection of pre-service background, attitudes, and available staff development

There has been limited research concerning primary resource document analysis and world history teachers; there also has been limited research on the reflection of teachers on their pre-service development and how it impacts their implementation of primary resource document analysis. Many studies regarding primary document analysis involve teachers who have been taught a specific curriculum or analysis skills (such as the Reading Like a Historian curriculum) and then proceed to study teacher implementation and the resulting student outcomes with limited to no reflection on the teachers' prior experiences (De La Paz, 2005; Monte-Sano, 2011, p. -; Monte-Sano et al., 2014; Patterson et al., 2012; Ragland, 2015; Reisman, 2012b). One of the goals of this study is to tie teacher pre-service experience into a larger interaction between teachers, the phenomena of historical thinking, and how teachers impart those skills to students. Instructing world history students requires a broader yet specific understanding of history (Marino, 2011); there is a noticeable gap in the literature regarding how teachers and students interact with the development of historical understanding in world history classrooms. There is limited research on the development of these skills in teachers through pre-service training, and when coupled with limited available research in the instruction of world history, it leaves a gap in research and literature regarding how teachers approach the instruction of primary resource documents in their classrooms.

This study fills this research gap by specifically addressing world history teachers' perspectives on their pre-service learning, the impact that background has on how they approach historical literacy instruction, and how both their pre-service learning and instruction creates specific professional development needs for world history teachers.

Discussion of Findings

The teacher participants in this case study have varying pre-service backgrounds that impact how they approach the instruction of historical literacy and primary resource documents analysis. Tom's pre-service background is in history. As an undergraduate history major, he did not take any classes specifically dedicated to social science education. His professors did not make primary resource document analysis instruction a focal point in their courses. According to Tom, as history majors, they were already expected to have both background information into the topic being studied and necessary skills such as the interpretation of bias, the ability to contrast varying viewpoints, and to understand continuity and change as they relate to historical progression. A majority of his undergraduate work was focused on historiography and how historians assemble an interpretation of the past. However, the process of analysis of the primary resource documents was skirted in favor of the process of assembling a coherent secondary resource from others' works. Due to his program's reliance on secondary resource documents and historiography, Tom does not have a strong belief in the use of primary resource documents in secondary history teaching.

George, similarly, did not receive his bachelor's degree in secondary history education; he is a political science major. He received his masters of art in teaching

degree; during that program he was exposed to primary resource document analysis both in his classes and in his field experience. He specifically noted his field experience and supervising teacher as a key influence in demonstrating to him the basic skills necessary for the use of primary resource documents in a secondary setting. He also cited his field experience as an opportunity to experience the benefits and challenges of using PRD and DBQ in a mixed ability and general ability classroom. Despite lacking the bachelor's degree experience in document analysis and education training, George believes that his master's degree work has given him an understanding and appreciation of the utilization of document analysis. George relies more on document analysis than he does textbook work, viewing the textbook as mono-perspective as opposed to the opportunity for primary resource documents to demonstrate the multifaceted nature of history. This approach of using documents beyond the textbook encourages corroboration of texts, contextualization, and sourcing and has been shown to increase proficiency in these historical thinking skills (Nokes et al., 2007).

Catherine has both a bachelors and masters degree in secondary history education. By virtue of this experience, Catherine reported a strong comfort in using primary resource documents in her classroom. She stated that she had multiple classes, such as two local history research classes, that emphasized the use of and analysis of primary resource documents in building a personal argument and constructing history. She also stated in her interviews that her education classes, especially those centered on social science education, specifically discussed the integration of primary resource documents into secondary classroom settings. Catherine, as a teacher of on-level and team-taught world history students, faces a challenge in incorporating primary resource documents in

her classroom that are appropriate for students who may be reading below grade level. Due to her background in document analysis, she attempts to incorporate primary resource analysis of varying types into her daily lessons that are accessible to her students. She expressed a belief that history needed to be a tangible thing to all students. She believes that historical documents are evidence of previous events that involve real people, and therefore are a prime opportunity for the engagement of her students.

The varying ways that pre-service education has impacted how teachers interact with and shape the phenomena of historical literacy and thought are evident with the three teacher participants in this case study. Van Drie and van Boxtel's theoretical framework of historical reasoning (2008) was developed to illustrate the progression in historical reasoning and learning within students. I adapted this framework to investigate the progression in use of historical reasoning and learning techniques by teachers in a secondary classroom setting. I guided my interview questions and the analysis of the emerging themes around their framework's six components: the use of primary resource documents, the teacher's analysis of how students use contextualization and argumentation, the use of substantive concepts by both students and teachers, and the use of meta-concepts by the teachers and students. How teachers developed and applied their understanding of the components of the phenomena of historical literacy and thought was reflected in their analysis of pedagogical technique, how that pedagogical technique was understood and utilized by their students, and how pedagogy could be best informed by additional staff development tailored to fit the needs of world history teachers. Finally, the analysis of lesson plans and blog-based lessons from the teacher participants allowed me the opportunity to analyze how the teachers applied their constructed understanding

and application of historical literacy to their classrooms. It also allowed me to visualize any disconnect between their professed viewpoints and their implementation of these techniques, as well as any connection between pedagogical practice and the desired staff development opportunities they voiced a need for.

Discussion of findings: Teacher perceptions of benefits and challenges. Both George and Catherine cited the growth of historical literacy opportunities as a key reason as to why they utilized primary resource documents in their classrooms. Both teachers believe that effective content and context led to increased student learning engagement. This is notable because both these teachers teach students whose reading and writing abilities range from grade-level to below. They both expressed concern regarding methodology that would help their students to comprehend difficult historical tasks, but continued to encourage their students to study reading-level appropriate documents and DBQs. Both teachers believed that for these lower-ability students, the chance to understand full historical relevance of the documents allowed them an opportunity to be exposed to a depth of historical understanding and engagement that the textbook alone was incapable of providing.

The pre-service experience of both teachers broadened their understanding of how primary resource documents should be analyzed as historical evidence through the comparison of resources and the analysis of author bias that could potentially account for differences in those sources. Catherine and George's inclusion of secondary resources to increase understanding lend scaffolding to the primary resource document activity, but the focus remains on working through the analysis of the document, not on memorization of facts from the textbook. In each teacher's classroom, the focus is on the construction

and application of knowledge rather than the memorization of it. When at all possible, George and Catherine select a non-textbook, reading level appropriate secondary source for background information. Both teachers believe that this helps with the synthesis of the information presented in the primary resource documents, and it provides an opportunity to discuss how the primary resource documents could have either influenced the secondary resource, or how they differ from the views expressed in the secondary resource document. This reinforces the students' understanding of the construction of historical analysis (Lesh, 2011).

Catherine and George's ability to incorporate non-textbook secondary resource documents into primary resource document analysis to facilitate the process of historical literacy for below grade level readers stems from prior experience and instruction. This experience stems from classroom experience and their pre-service trainings. The teachers developed the skill of comparison and analysis of primary resource documents and secondary resource documents; this has been done through observation and modeling via their instructors and supervising teachers, and has found its way into the classroom through the teachers modeling these skills for their students (Young & Leinhardt, 1998a). Through effective modeling, students gain competency in historical literacy skills that motivates the students to continue to master this difficult task and develop "historical answers" (Havekes et al., 2010). Students are able to understand and construct history as a tangible thing.

Tom, in his instruction of Advanced Placement and honors students, takes a different approach to the construction of historical knowledge. He believes that teachers are getting ahead of the process in constructing history when they assign complex

primary resource document analysis activities. Instead, he advocates for the study of historiography and the construction of historiographies by historians. This bypasses the foundational step of historical thinking and does not allow students to grasp the complete process of constructing history; this also encourages students to become dependent upon pre-constructed historical ideas as the basis for “new” historical construction. It is, for a lack of a better analogy, akin to telling someone that you will teach them how to bake a layer cake, and then leaving out the step that calls for adding flour to the batter.

Tom never directly states if his concerns come from perceptions of the age-related developmental appropriateness of the analysis of primary resource documents. Wineburg (1991) reached the conclusion that it is important for the student of history, regardless of age, to read and analyze the subtext of a document and that students should be encouraged to create worlds out of evidence. By relying on historiography, the locus of authority lies in the text; students place a great deal of stock in what secondary resources compiled by historians say. This is in contrast to the historian themselves, who places the authority in the words of the documents (Wineburg, 1991b).

Using historiography solely to build context for the students eliminates the need for students to create context on their own, and also places the historiography as the authority of the subject matter. As Wineburg asserts (1991a), offering concrete solutions to historical questions is difficult, and concrete conclusions to historical problems are ill-defined at best. Through a reliance on secondary resources, Tom may limit student exposure to historical literacy skills such as the comparison of primary resource documents, sequencing of events, predicting outcomes, sourcing, interpreting text, and drawing conclusions (Beyer, 2008). The students, even though they understand what a

historiography is, are not allowed an opportunity to see how one is truly constructed.

Despite Vansledright's (2010) belief that high school students can follow in the steps of historians and construct their own meaning from primary resource documents, Tom does not feel comfortable allowing them to do so.

Despite success in the classroom with modeling effective analysis of documents, Catherine and George, along with Tom, expressed concern with finding appropriate and understandable documents for students to review. Dovetailing with this concern is an expressed unease at the time constraints the teachers have for teaching the material. Allowing proper time for modeling, guided practice, and individual practice of historical literacy and thinking skills is a concern stated repeatedly, especially by Catherine, who also models vocabulary and the semantics of how to format a paper for her on-level students. The time necessary for a complete DBQ Project lesson with proper modeling and analysis is simply not an option voiced by the three participating teachers. George and Catherine have found that they need to abbreviate the lessons in some manner, and are worried about leaving out key modeling steps and time for analysis. Tom, in contrast, eliminated the DBQ Project DBQs all together because he felt that the number of documents and amount of time spent on analysis was overwhelming for the students, stating, "they don't need that." While limiting documents can help streamline context and student understanding (Lesh, 2011), eliminating an activity entirely instead of culling the documents and modifying the DBQ is not conducive to opportunities for historical analysis.

Despite his limited use of DBQ Project work and lengthy document analysis in general, Tom integrated primary resource documents into his lessons. He believed that

this was a way to encourage the students to read and analyze in a time efficient manner, while allowing them in-class teacher guided discussion. This allowed Tom to give students an opportunity for discussion of non-secondary resources, and the students were able to see how primary resource documents fit into the discussion as a whole. Both Catherine and George utilized this technique as well, but were more prone to doing lengthy document analysis when they could fit it into their lesson plans. All three teachers reported a tendency to rush their instruction, and they also reported a habit of emphasizing direct content and background knowledge instruction. Catherine and George, and to a lesser extent Tom, are willing to incorporate primary resource document analysis into their classes but find the time issue to be a stumbling block. Dedicated time set aside for these lessons could be incorporated into the curriculum; teachers may feel more willing to dedicate this time if instructional focus was shifted from large DBQ lessons to the understanding of the process of analyzing, sourcing, and comparing a smaller number of documents instead. Students would be able to have more dedicated analysis time as they and their teachers would no longer feel pressed to analyze fourteen documents in one fell swoop. After repeated practice with analyzing documents in small groups, the students could be given a DBQ over a concept at the end of the semester as a culminating activity that could demonstrate the skills learned and used over the course of the previous eighteen weeks. According to the participants, and most strongly expressed by Catherine, the students view the DBQ as a thing that has to be done, not an activity with importance. Suggesting that the DBQ is the culminating activity of a semester's worth of work and practice may emphasize the task's importance to the students. It may also reinforce document analysis' importance to teachers such as Tom, who shies away

from DBQ and analysis because he feels that the end of course summary exams do not place similar emphasis on historical literacy skills that DBQs do.

Staff developmental desires and suggestions. The participants believe that finding engaging and accessible documents for students to analyze is key to developing historical literacy skills; they believe that it is difficult for students to fully engage in the activity if they do not demonstrate interest and understanding of the documents that they are analyzing. The participants felt that the pace of planning for their course – specifically the planning that went into the general factual knowledge of the curriculum – made it difficult to dedicate the time necessary to finding documents and developing document-centered activities to integrate them into the curriculum. The concept of resources of “differing interpretations” of historical events, be they primary or secondary resources, was frustrating in particular. The teachers make do with the DBQ Project documents and Reading Like a Historian documents when possible, pulling them from the context of the packaged activity and inserting them into the context of the lesson. This application of the documents is useful; however, there are not documents available for every curricular standard. Teachers must then either find documents to utilize with other areas of the curriculum or they forego document use for that particular standard.

Having to work with the provided resources is frustrating for the teachers. George describes the supplied materials as “rote and bland,” and not always reading level appropriate for his students. He believes that a lack of interest from the students stymies their ability to think like historians because without the interest there is no compulsion for investigation. The participants would prefer documents that encourage students’ investigative and problem solving nature, and do not feel that the supplied resources fill

those needs. They all expressed a desire for staff development that either supplied deeper resources or that allowed for collaborative opportunities to share and develop resources for their classrooms.

The limited nature of staff development for world history teachers specifically has frustrated these participants. The focus on state standardized testing for United States history has caused many districts to focus staff development on this area over development in world history (Harris & Bain, 2011), despite the fact that many school districts teach world history before United States history. This lack of emphasis on staff development for world history teachers is curious in those districts, considering that the same skills necessary for successful United States history learning are present in the analysis of primary resource documents in a world history classroom. Because of a lack of staff development focus to lend a cohesive message to the task of studying world history, there is a disjointed methodology of wedging material in wherever it can fit (Bain, 2011). The participants in this case study admitted as much, expressing concern and consternation as to how they insert primary resources into lessons and which content standards they feel benefited from the document analysis. Occasionally having to sacrifice in-depth study of a standard or topic due to a lack of available primary resource documents frustrated the teachers, causing them to lament “shortchanging” some standards that they felt were as important as or more so than the standards with available primary resource documents or accompanying DBQs.

The teachers desired staff development opportunities that facilitated the use of documents more seamlessly and evenly across the curriculum; these staff developments first and foremost need to address availability of documents that apply to all state world

history standards. Participants stressed that this was what they most desired from local staff development. George cited the DBQ Project training specifically as an example of the local district's shortcomings in teacher preparation, believing the training to be inadequate due to time consumption expectations and the limited nature of the available documents. George and Catherine both voiced support for the DBQ Project as a concept and appreciated its classroom application; however, they bemoaned the curriculum's tendency to focus only on what were considered "curricular highlights." By limiting world history teachers' exposure to only the DBQ Project as a source of documents, it limits the teachers' ability to seamlessly and consistently incorporate primary resource document analysis across the curriculum as a whole.

George advocates for the inclusion of specific documents as part of the state standards, agreed upon by the state board of education and a panel of history educators, as a starting point for finding documents to integrate into class discussion and lessons. George brings the discussion back to the United States history standards, which consistently mention key documents to be used during lessons. By having these documents directly embedded within the state standards, it would reinforce the importance of analysis. The documents would then become an integrated part of the curriculum, consistently being applied, as opposed to the limited and occasional nature of DBQ Project lessons. However, the staff development available for world history teachers, as it stands, focuses on the DBQ Project lessons and not on the integration of individual documents. The standards include very few documents for study, adding to the inconsistent application of document analysis, which shortchanges the intent of Common Core literacy standards.

Tom and George both were vocal in desiring documents, both primary and secondary, that explored drastically conflicting viewpoints. They also desired further instruction on how to analyze the similarities and differences in viewpoint, as well as the reasons behind differing views. Through working with differing documents, teachers could hone their comparison and contrasting skills, as well as their sourcing analysis skills. They could then more effectively model those skills for their students. Practice of these analysis skills often happens during the course of a lesson, leaving the teacher to sort through the readings as they model for the students. This potentially results in a disjointed modeling lesson. An opportunity to be introduced to resources, practice with those resources, then insert those resources into practice would be an effective means of ensuring students have an opportunity to fully absorb the sourcing and other modeling techniques that the teachers are using to contrast primary resource or secondary resource documents.

Catherine believes that the DBQ Project lessons are a matter of giving information instead of actively showing teachers how to incorporate the purpose of the lessons, which is document analysis, into the curriculum on a regular basis. Staff development that allows teachers to investigate documents and determine resources to regularly use in their classrooms could lead to a more comfortable integration of historical literacy and thinking skills into lessons. Through increased support, teachers would be capable of fully realizing the constructivist process and goals of historical literacy and thinking: namely teachers would be better prepared to understand the methodology behind the process and would be more effective at constructing their own interpretations of history through practice. This skill would then be more effectively

modeled for the students through classroom discussion and analysis of the documents that, with proper preparation, teachers would feel more comfortable in accomplishing.

Overwhelmingly, the teachers in this case study desired resources and an opportunity to interact with those resources before taking them into the classroom for their students. Catherine suggested collaboration with other teachers to develop a resource bank. With a strong push for collaborative teaching communities across the school system in which they teach, this would be an opportunity for world history teachers to share resources and techniques, collectively strengthening practice through a process of bottom up professional development. Collaborative sessions reaching beyond a resource bank would encourage active engagement with the documents and historical literacy and thinking techniques. As suggested by Catherine, the incorporation of outside organizations, such as local universities and professors specializing in primary resource use would broaden teachers' exposure to primary resource documents and classroom resources. As Catherine points out, it would also give teachers an opportunity to evaluate practices through a demonstrative, collaborative process. Through joint collaboration, teachers would be given the opportunity to discuss and share class activities that have been successful in the past, as well as create new activities based around documents that could be successful. Teachers within subject matter areas are encouraged to collaborate in this manner at the school level; Advanced Placement teachers are able to attend an in-service day facilitating collaboration at the county level. Allowing non-Advanced Placement teachers the opportunity to participate in a similar activity would allow for equity of access to valuable materials and strategies for all teachers and therefore all students.

A clear disconnect: Opinions versus application of primary resource

documents. Of the three teachers who participated in this cross-case analysis, only Tom was ambivalent regarding the use of primary resource documents and DBQs in his classroom. His rooted beliefs in the necessity of the study of historiography and his claim that teachers were “skipping a step” by introducing document analysis to students before historiographical skills were influenced by his pre-service education, and continued to be a factor in his classroom. Tom remained true to his opinion regarding the incorporation of primary resource documents in lessons and on his class blog. He, more than the other teachers, relied on secondary resource documents, alternative textbooks (as he was displeased with the textbook selected by the county for both the honors and Advanced Placement classes), and documentary films.

Catherine relied heavily on secondary resources and textbooks to ensure that they taught the factual information in every standard. Despite strong beliefs in the use of primary resource document analysis, and accounts of pre-service backgrounds in which they were trained in historical thinking methods, Catherine was unable to consistently apply primary resource document analysis to her curriculum. She was vocal regarding her concerns about the available documents being above their students’ reading levels; she expressed frustration with how the time constraints of being on a one-semester schedule limited the time and resources that could be applied in searching out additional primary resource documents. Limiting planning interruptions or modifying the schedule to a yearlong arrangement could mollify these concerns and give teachers an opportunity to research reading-level appropriate documents for classroom use.

George succeeded to the highest degree in incorporating primary resource document analysis and document based questions into his curriculum. He constantly integrated documents into his lecture PowerPoint presentations, with breaks for discussions. He used these discussions to observe the students' process of analysis before introducing DBQs to the class for in-class essay writing assignments. George also continued the practice with his homework, through webquests that incorporated primary resource documents and brief question and answer activities, allowing students to analyze historic narratives. This was not deep analysis, but it was engaging analysis that was appropriate for multiple reading levels, and his presentation of the webquests as a historical narrative to be followed allowed for students to construct their own interpretation of the narrative along the way.

As it stands, the teachers participating in this case-study expressed desire to regularly use primary resource knowledge and the background knowledge to understand the necessity of analysis in the development of historical thinking skills. Unfortunately, the limitations that they cited – lack of time, lack of available and appropriate documents, and lack of applicable staff development for world history teachers – appear to have caused sporadic document analysis in the classroom. George and Catherine are both well versed and willing to incorporate historical analysis activities into their classrooms. They fit documents and images into their lectures for discussion when they feel it is possible, which has been advocated as an alternative to DBQ use (Grant et al., 2004), but through regular usage, not sporadic. They modify the documents that they do have access to for ease of understanding. They model skills for their students. However, without regular application, this modeling will not be effective; without a culminating activity, such as a

DBQ, the primary resource document analysis that is done quickly in class will not be true formative assessments. The students will not have an opportunity to fully source, analyze, compare, contrast, and process multiple historical documents and viewpoints; while students may argue a point regarding a certain document in class discussion, without having multiple documents to read and analyze, the students will not be able to use multiple types of evidence and multiple perspectives to formulate an argument regarding a historical question.

Implications and Suggestions for Practice

The disconnect between perception of historical literacy activities and putting them into practice was jarring among the three teachers participating in this case study. Every teacher cited limited classroom preparation time, the speed of the curriculum, and concerns regarding availability of documents as key impediments to their integration of document based questions and primary resource documents into the classroom. Catherine in particular had a strong background in primary and secondary resource document use, but voiced her concerns about being overwhelmed by time constraints and a limited number of available documents. Pre-service training had a direct impact on all three teachers' philosophies and approaches regarding primary resource document use; however, the realities of the classroom and the limitations of staff development were a larger factor in determining how the teachers integrated these documents into their curriculum.

Concerns regarding student-reading levels were present for the teachers of the lower level students. For Tom, the concerns were focused on the age-appropriateness of the skill sets more so than his students' abilities to understand the documents as they are

presented. Catherine and George modified primary resource documents and provided vocabulary support for their lower readers. By doing this, it mitigated some of the comprehension issues students were having with the basic text of the documents. Once students were able to continue to read the documents, Catherine and George modeled historical thinking skills such as sourcing, comparison of documents, and change and continuity through events to guide the students in their understanding. They did this through pen and pencil analysis, but much of their analysis was focused on verbal discussion that was appropriate for students who may have lower writing levels. By doing this, Catherine and George gave all students in their class regardless of ability level the opportunity to participate in the activity. Tom perhaps underestimated what was appropriate for his students, leading to limited discussion of primary resource documents and minimal analysis of documents in a written manner. Encouraging teachers to focus on skill-set appropriate activities for their students and providing them resources for varying ability levels would encourage interaction with source material and would facilitate document analysis that allows for ease of modeling and ease of communication for the students.

Staff development sessions that encourage collaboration between world history teachers on a broad, county level – either on-line or in pre-planning workshops - would facilitate sharing of activities, ideas, and documents. While is not a lack of primary resource documents available for world history teachers – one only has to look at the Internet History Sourcebook website (<http://sourcebooks.fordham.edu/index.asp>) to understand the breadth of material available – teachers simply do not have the time to go through an excess of five thousand years' worth of material to select appropriate

documents for their classroom and their students' ability levels. Giving teachers an opportunity to share documents that they have selected for particular standards and lessons limits the need to filter through literally thousands of documents. By taking Catherine's suggestion of associations with local museums and institutions, local staff development could introduce resources in the form of available documents as well as resources in the form of professors and trained historians. The possibility that these individuals could come and directly model historical document analysis for teachers and active engage teachers with the process could potentially fill in gaps in pre-service education for teachers who did not receive a degree in history or social science education, or whose pre-service education did not fully integrate document analysis into instruction (Thornton, 1991). The potential also exists for these professionals to be invited into classrooms to demonstrate the analysis skills for the students. By giving students a glimpse of real-world application of these skills from professionals within the field, it reinforces the importance of practicing the steps of historical thinking.

A staff development centered on best practices allows for an opportunity for teachers to share classroom activities and lesson plans with others. Teachers who are experienced in the use of primary resource documents and their lessons can model their techniques for other teachers. Having a teacher who is comfortable in the incorporation of primary resource documents in lecture demonstrates exactly the techniques and skills used in the document interpretation to a group of teachers facilitates authentic participation in the activity. Teachers can then feel for themselves the flow of the lesson, the discussion, and can actively participate in the modeling techniques necessary for student engagement. Having teachers participate in a joint DBQ writing session would be

beneficial as well. This would effectively place the teachers “in the students’ shoes” and give them an opportunity to experience analysis and writing for themselves. This familiarity with the process from the students’ level would increase teacher familiarity with the process that students are expected to work through, limiting the temptation to hand the students a packet for self-directed study. This was a concern of the teachers interviewed – that the DBQs were being seen by the students as nothing more than a packet of work – and would limit some teachers’ tendency to see it as that as well.

Authentic engagement with the primary resource document process would make teachers more comfortable with what is expected from the students and would familiarize teachers with the process, leading to more effective modeling of skills. It would demonstrate to the classroom teacher the necessity of effective incorporation of primary resource document and DBQ analysis in the classroom as well as the achievability and feasibility of utilizing the DBQ. This practice at “doing history” increases the likelihood that the idea of history as a construction will be imparted to the classroom students, and it limits the likelihood that teachers approach their craft with only a cursory background in historical literacy (Patterson et al., 2012; Ragland, 2015).

By bolstering the teachers’ buy-in to the necessity of primary resource document analysis, staff development that is directed at world history teachers and the use of primary resource documents will strengthen the connection to the Common Core literacy and social studies standards. Teachers with training in historical literacy focused curricula are more effective at teaching these skills than teachers who lack this training (Reisman, 2012a). Students are expected to read, at all levels of social studies instruction, non-fictional and informative texts that allow for practice of these skills. The Common Core

Standards specifically utilize historical thinking as the backbone for analysis (“Common Core State Standards For English Language Arts & Literacy In History/Social Studies, Science, And Technical Subjects,” 2010).

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

These are all skills that cannot be developed with only occasional use. By only incidentally including a primary resource document as part of a lecture, or in a homework assignment, teachers are not providing opportunities for students to fully explore these skills. These skills are not easily learned; teachers must repeatedly model the tasks and encourage frequent practice for students to completely master historical thinking. This is not the provenance of only language arts classrooms; history teachers, including world history teachers have the responsibility to encourage literacy and analysis within their

own classrooms. The hesitancy and lack of consistent follow-through shown by the participants in this case study limits the full implementation of the Common Core Standards as they are intended to be used.

The teachers interviewed believe in the importance of the themes of the standards; however, they feel unprepared to consistently and effectively implement the standards and the use of primary resource documents in their classrooms. This limits the possibilities for historical thinking and it limits the intent of the standards. The participants in this case study are, for the most part, familiar with the necessity for both. They are unsure as to how best facilitate historical literacy in their classroom. The causes for this disconnect repeatedly returns to two issues: preparation time and a general unfamiliarity with resources and the incorporation of those resources into daily lesson planning. Increasing staff development opportunities for the latter would be a remedy for the document availability issue. Protection of preparation time through limiting meetings and other interruptions during planning periods would be helpful for the former. This responsibility, however, lies at the local school level. By giving teachers the resources needed and a support base at a county level vis-à-vis improved and more widely available staff development opportunities would mitigate the challenges that teachers face regarding planning time constraints regardless of if local schools maximize planning period protections. It would be easier for teachers to find and utilize documents to use with their classes, limiting the time dedicated to this task and freeing up time to further plan lessons and activities that more readily incorporate primary resource document use. Students would then be able to receive consistent practice in historical thinking and

literacy skills, strengthening these skills to be carried over to the United States history classroom.

Limitations of the Study and Recommendations for Future Research

The amount of time dedicated to the interviewing of these teachers was constrained by the teachers' commitments to the school day: planning time was respected, limiting the number of times that teachers were able to be interviewed. Multiple interviews over a longer course of time would have allowed for more depth of discussion on the topics covered in this study.

Observations of pedagogical techniques were limited to review of teacher lesson plans and on-line assignments posted to their class blogs. This was partially due to the difficulty of obtaining IRB approval to observe and detail student interactions and to review student work samples. The opportunity for classroom observation was also curtailed due to planning period scheduling issues. The researcher, as an employee of the school at which the research was being conducted, shared planning periods with the participants. The researcher's inability to gain class coverage for observation time created a situation in which she was unable to view the teacher participants' application of pedagogical techniques in a classroom setting.

Further limiting the study are the relationships with the participants that the researcher had prior to conducting her research. While this led to a high degree of openness and willingness to discuss concerns, it also potentially could have led the participants to answer interview questions in a manner that they believed that the researcher "wanted to hear."

Finally, despite conscious efforts to limit individual bias and opinions regarding the use of primary resource documents in the classroom, the researcher may have allowed unconscious bias to influence the phrasing of her interview questions and to impact the atmosphere of the interviews themselves. Furthermore, there is the possibility that these personal opinions influenced the research analysis. I consciously evaluated my own viewpoints regarding primary resource document use prior to beginning the research process and made every effort to be aware of these biases while analyzing the interviews, teacher lesson plans, and assigned classwork. I also examined my research questions and revised as needed to limit any indicators of bias. However, there is still the possibility that unconscious bias slipped into both the interview process and the analysis of the outcome of those interviews.

Conclusion

This study provides evidence of the unique challenges facing world history teachers in effectively incorporating primary resource documents into their classrooms. Pre-service experiences dictated their approach to the matter, classroom experience shaped how these skills were pedagogically executed, and staff development opportunities further directed the participants' perceived ability to engage students in quality lessons that completely engaged all levels of historical thinking and literacy skills. The three teacher participants, all of differing pre-service backgrounds, handled their perceptions of what historical thinking was in differing ways. Tom, with limited experience in instruction of document analysis but with a depth of experience in constructing historiography, believed that if his college professors did not require document analysis as a step to becoming a successful historian, then his students did not

need this “unnecessary step” at a high school level. Catherine’s strong background in document analysis led her to a desire to better her incorporation of primary resource document analysis in her lesson planning, but felt hamstrung by time limitations and an overwhelming amount of resources. George, a relatively recent graduate of a MAT program in social science education, benefited from recent experience in classroom use of primary resource documents and a cooperating teacher who used them often. This contributed to his relative confidence in using them with his team-taught classes. Despite his consistent application of document analysis, he still felt that there was room for improvement and likewise was concerned by the relative lack of world history specific staff development and available document resources for teachers. He and Catherine both sensed that their incorporation of primary resource documents in their classrooms were incomplete and desire an opportunity for further experience. They want to create an environment in their classrooms that is open, questioning, and analytical – one that does not take the textbook as the final authority on history. Both Catherine and George realize that to do so, they need to give space to voices from the past to continue a conversation held hundreds of years ago – and to give room to their students to participate with these historical figures as equals in the discussion.

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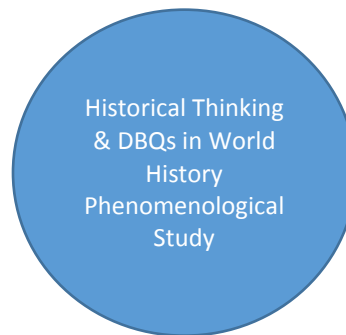
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APPENDICIES

*Appendix A: Anticipated Data Reduction***Research Question:**

How do teachers use document based questions and primary resource document based lessons in their classrooms and how do individual attitudes and perceptions of their training in these pedagogical methods impact their use of them in their instructional practices?



Issues	Topics	Information Questions	Categories of Analysis
How do teachers understand and experience the concepts of historical thinking and literacy?	<p>Approaches to teaching world history</p> <p>Personal definitions of historical literacy</p> <p>Incorporation of PRD/DBQ in teaching</p>	<p>Are there different skills and issues at play in historical thinking in a world history class vs. US history?</p> <p>How do students interact with information that may be more familiar or “relevant?”</p> <p>What skills are different? What are similar?</p> <p>In what ways do teachers present historical events in world history? How much integration with PRD are present?</p>	<p>Pedagogical approaches to instruction</p> <p>Teacher-given examples or reports of instruction</p> <p>Teacher reflection on student engagement</p> <p>Discussion of specific evident skills (cause/effect; change & continuity over time; analysis of point of view and bias)</p>

What are teachers' perspectives on materials that they have available to them for classroom use, specifically their appropriateness for student ability levels?	<p>DBQs/PRDs appropriate for student reading/cognitive levels</p> <p>Integration of pre-packaged lessons and materials into existing curriculum</p> <p>Student feedback/response to lessons already attempted</p>	<p>Can students define historical thinking or understand basic concepts of it?</p> <p>How do students approach historical thinking (regardless of if they can define it)?</p> <p>In what way do they analyze the documents?</p> <p>Do the teachers feel that students organize essays reflect principles of historical thinking?</p> <p>Do teachers believe that students verbally communicate/define historical thinking and the elements of it?</p> <p>Are students they able to draw conclusions regarding cause and effect?</p>	<p>Teacher reports of:</p> <ul style="list-style-type: none"> • student engagement/interaction with history • specific evident skills (cause/effect; change & continuity over time; analysis of point of view and bias) • being able to explain skills verbally as well as being able to do the skill in written analysis
How do teachers apply new historical literacy theories to assess learning outcomes in their classrooms?	<p>Teacher understanding of historical thought/skills</p> <p>Teacher instruction of skills to students</p>	<p>What are teachers' understandings of the elements of historical thinking?</p> <p>Do teachers keep up with the most recent research and knowledge in the</p>	<p>Introduction of skills – thesis, point of view analysis, bias analysis, what constitutes cause and effect</p> <p>Teacher's availability to students for questions - procedural and clarification questions both</p>

	<p>Teacher analysis of student work</p> <p>Teacher knowledge of historical literacy thinking</p>	<p>field of historical thinking and literacy? If so, from where is this knowledge derived?</p> <p>What methods do teachers use to instruct students in historical thinking?</p> <p>Are teachers able to understand students' attempts at historical thinking?</p> <p>Do teachers use DBQs as introductions of new topics or as review of existing topics?</p> <p>Can teachers explain historical thinking?</p> <p>Do they introduce and review historical thinking skills before assigning a DBQ?</p> <p>Do they identify change/continuity over time, bias, point of view, importance of a source, etc. as key aspects of analysis?</p> <p>Do teachers explain bias? The differences between primary and</p>	<p>Timing of DBQ (before topic is introduced or after)</p> <p>Teacher's continued communication of skills to students</p> <p>Analysis of teacher comments for encouragement/constructive criticism</p>
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		<p>secondary resource documents?</p> <p>Do teachers give partial credit for attempted analysis?</p> <p>Do they write encouragement on the papers in appropriate spots?</p> <p>Do they use constructive comments to encourage students to follow methods of historical analysis?</p>	
<p>How does the available professional development (or lack thereof) influence teachers' use of primary resource document activities in the classroom?</p>	<p>Teacher reflections on professional development</p> <p>Use of resources – source of resources (do they come from PD? Are they supplied by the county?)</p> <p>Teacher-created PRD activities – comfort level in creating them</p> <p>Perceived usefulness of PRD/DBQ activities</p>	<p>Do teachers feel that the professional development is useful? Lengthy enough? In-depth?</p> <p>Do teachers have suggestions for what they need to see in professional development to improve its effectiveness?</p> <p>How comfortable do teachers feel in creating their own DBQs or primary resource document analysis lessons? Is this bolstered by PD?</p> <p>Do teachers feel that integrating</p>	<p>What constitutes a valuable professional development experience according to the participants in the case study</p> <p>Feedback regarding PD – what teachers need, what they would like to see, what aspects they do not find useful</p> <p>What types of primary resource documents teachers feel are most useful or integrate best into the curriculum and why</p> <p>What teachers determine to be reasons for feeling comfortable in using PRD/DBQs and creating their own lessons</p> <p>Contributing factors to</p>

		<p>primary resource document analysis is something that fits within the curriculum and within the time constraints?</p> <p>If teachers feel that PRD/DBQ lessons are not able to fit, what is their justification for that?</p>	<p>discomfort/not wanting to utilize PRDs/DBQs</p>
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Appendix B: Informed Consent Form
SIGNED CONSENT FORM

Title of Research Study: Teacher Perceptions Regarding The Use Of Document Based Questions and Primary Resource Documents In Teaching Historical Thinking And Literacy Skills

Researcher's Contact Information:

Laura Astorian

404-667-5659

lauraastorian@gmail.com

Introduction

You are being invited to take part in a research study conducted by Kennesaw State University of Kennesaw State University. Before you decide to participate in this study, you should read this form and ask questions about anything that you do not understand.

Description of Project

The purpose of the study is to determine teachers' philosophical and pedagogical views regarding their definitions of historical thinking and to compare this to their attitudes and procedures regarding Document Based Questions and primary resource document use in their classrooms. This research will be used for my dissertation. My dissertation will examine how teachers engage with and instruct with Document Based Questions and primary resource document activities and how this influences their perceptions of and instruction of historical thinking and literacy.

Explanation of Procedures

You will be asked several brief questions in two interviews that will last no longer than a half hour each. These interviews will be audio recorded for later transcription and coding purposes. The interviews will be stored on a password-protected MacBook computer, allowing access to only the researcher. They will be deleted when the project is completed, and no identifying information will be used.

Time Required

The interviews will take no longer than 30 minutes each.

Risks or Discomforts

There are no known risks or discomforts as part of this study. No identifying information or information regarding your participation in this study will be made known to any individual in an administrative position in either your school or county offices.

Benefits

Although there will be no direct benefits to you for taking part in the study, the researcher may learn more about historical thinking, which may encourage pedagogical innovation and new classroom techniques.

Confidentiality

The results of this participation will be confidential. Your name and the school at which you teach will not be revealed during the collection of data or in the completed work. All audio recordings and interview notes will be deleted at the conclusion of the project.

Inclusion Criteria for Participation

Participants must be licensed educators in the state of Georgia to participate. All participants must be 18 years old or older to participate in the study.

Signed Consent

I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.

Signature of Participant or Authorized Representative, Date

Signature of Investigator, Date

PLEASE SIGN BOTH COPIES OF THIS FORM, KEEP ONE AND RETURN THE OTHER TO THE INVESTIGATOR

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 585 Cobb Avenue, KH3403, Kennesaw, GA 30144-5591, (470) 578-2268.

Appendix C: Teacher Response Survey Questions

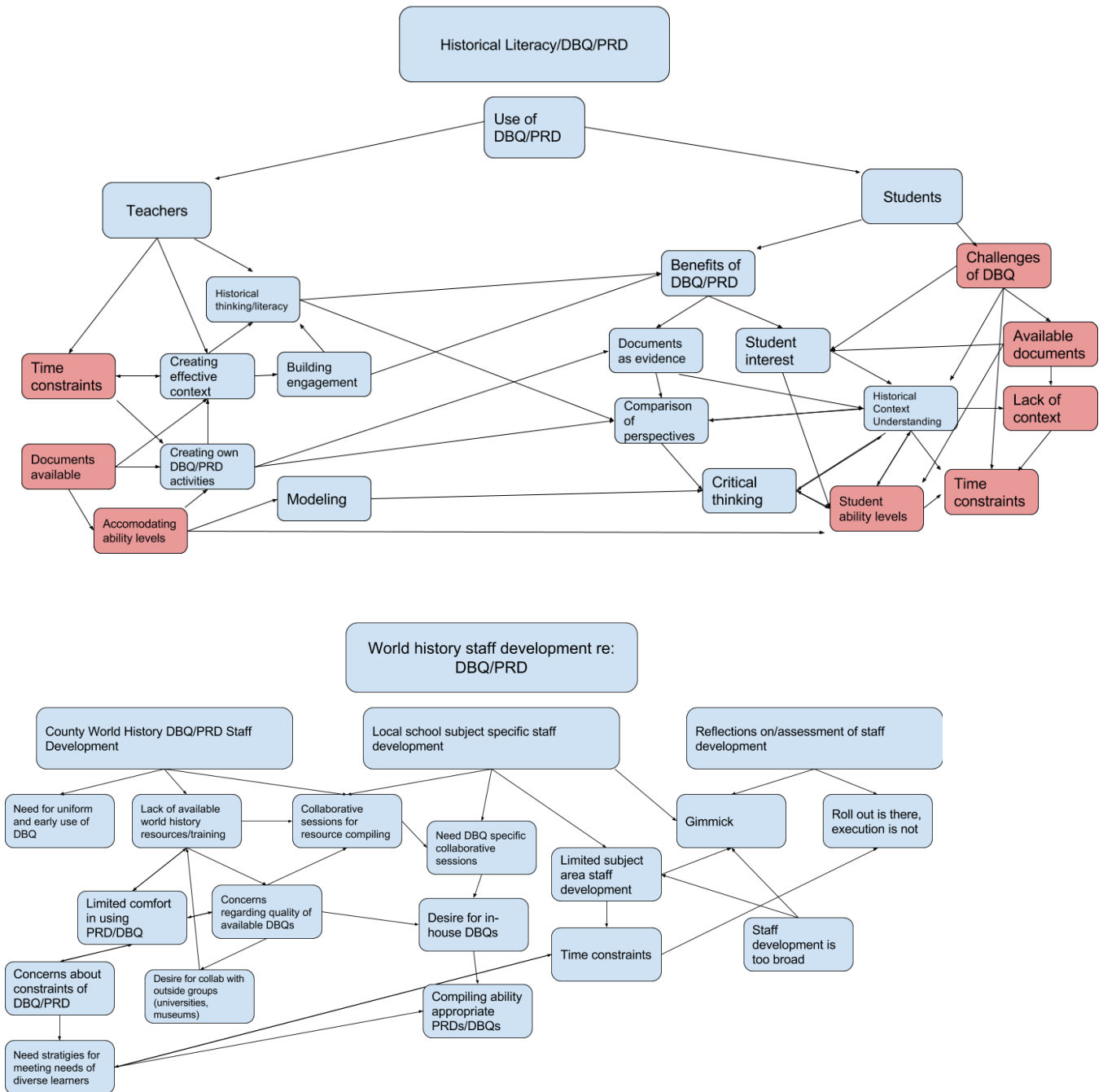
1. How long have you been teaching?
2. How many years have you taught world history?
3. How confident are you that you have a sufficient background (previous classes while in college, staff development sessions) in historical thinking skills and literacy?
4. Thinking about my previous question, would you explain why you rated your personal background in historical thinking at that level?
5. What is your personal definition of historical thinking/literacy?
6. Why do you feel that historical literacy is an important or unimportant skill for students to have?
7. How do you believe that students can develop historical thinking skills (practice, instruction, innate ability)?
8. How do you feel that primary resource document analysis contributes to historical thinking and literacy? Would you consider these activities necessary in your teaching?
9. If you have been incorporating PRD analysis for an extended period of time, have you been able to see improvement in student historical thinking skills? In what way?

Appendix D: Interview Questions

1. What is your personal definition of historical thinking?
2. Why do you feel that historical thought is an important or unimportant skill for students to have?
3. How do you believe that students develop historical thinking skills?
Practice? Instruction? Innate ability?
4. How did you develop your personal historical literacy skills?
5. Did you have any exposure to DBQ lessons during your teacher education program?
6. What types of staff development have you been a part of regarding historical literacy and thinking skills not limited to but including the DBQ Project and Think Like a Historian?
7. Do you have any specific background in the field of historical literacy and thought outside of staff development and your teacher education program? If so, what?
8. Does your own method of development of historical literacy and thinking skills impact how you instruct your students? Why or why not?
9. Do you believe that it is important for a student to form a connection to the material?
10. What types of classroom activities do you use to develop student connections to the material (if you feel that it is important)?
11. How often do you utilize primary resource documents?
12. What types of PRDs do you select? How do you choose the selections that you use during class?

13. What do you feel the biggest challenges are in using primary resource document analysis activities?
14. How often do you use the county-provided DBQ Project questions in your class?
15. Which have you selected for use and why?
16. How do you feel these contribute to students' historical thinking and literacy?
17. If you have been using the DBQ questions for an extended period of time, have you been able to see improvement in the students' essays in terms of historical thinking skills? In what ways?
18. Do you believe that the DBQs and analysis of primary resource documents are necessary in your teaching and in the students' learning?

Appendix E: Major Coding Themes



Appendix F: ATLAS/ti. Coding Tree

